OHL
Ontario. Legislative Assembly

SESSIONAL PAPERS.

VOL. XXVI.—PART II.

FOURTH SESSION, SEVENTH LEGISLATURE

OF THE

PROVINCE OF ONTARIO.

SESSION 1894.

35699
28/11/94

TORONTO:
PRINTED FOR LUD. K. CAMERON, QUEEN'S PRINTER
BY WARWICK BROS & RUTTER, 68 AND 70 FRONT STREET WEST.
1894.

LIST OF SESSIONAL PAPERS

ARRANGED ALPHABETICALLY.

TITLE.	No.	REMARKS.
Accounts, Public	1	*Printed.*
Agricultural and Arts Board, grant to	113	*Not printed.*
Agricultural and Arts, Report	39	*Printed.*
Agricultural College, Report	32	"
do Report of Commission	33	"
do Commission and Evidence	124	*Not printed.*
do Cattle sale at	95	*Printed.*
do do names of cattle	97	*Not printed.*
Agricultural Societies, Analysis	103	"
Algonquin Park, Reports	22	*Printed.*
Appeal cases for argument	75	"
Aspinall, Joseph, liquor license to	114	*Not printed.*
Asylums, Report	26	*Printed.*
Awrey, N., Report on Chicago Exposition	98	"
Bee-Keepers' Association, Report	38	*Printed.*
Binder twine industry	80	"
Births, Marriages and Deaths, Report	11	"
Blind Institute, Report	30	"
Bonds and Securities	69	*Not printed.*
Bryce, charges against	127	"
Canadian Institute, Report	10	*Printed.*
Central Farmers' Institute, Report	36	"
Census Returns, Provincial	104	"
Central Prison Industries, sales	107	"
Children Neglected, Report	47	"
City and County Clerks, salaries	109	"
City and County Treasurers, salaries	108	"
Colonization Roads in Smith	83	*Not printed.*
Columbian Exposition, Report	98	*Printed.*
do Stockmen's payment	89	*Not printed.*
Commissions Royal, since Confederation	6	*Printed.*
Commutation allowances	52	"

TITLE.	No.	REMARKS.
County Councils, Reeves comprising in 1887 and 1892..	55	*Printed.*
do do 1893	85	"
Courts, cases before at Osgoode Hall	58	"
Crown Lands, Report.....	14	"
do amounts due on	53	"
Dairymen and Creameries, Report	34	*Printed.*
Davidson liquor license	91	*Not printed.*
Deaf and Dumb Institute, Report	31	*Printed.*
Disputed Territory, number of acres sold in, etc.... ...	119	"
Division Courts, Report.....	16	"
do Rules, etc	118	*Not printed.*
Division Courts, fees of Clerks of.....	100	*Printed.*
Dorian charges against P. H. Bryce.....	127	*Not printed.*
Dufferin Registrar, fees for 1893	90	"
do do 1890-91.....	129	"
East Northumberland Registry Office, expenditures	96	*Printed.*
Education, Report	3	"
do Report of Commissioners in Prescott	4	"
do publication of book on Physiology	66	*Not printed.*
do Departmental Regulations.....	67	"
do appointment of S. B. Sinclair	68	"
do Public School grant apportionment	128	"
Elections, Returns	46	*Printed.*
Elgin House of Industry, Report	71	*Not printed.*
do Correspondence	94	"
Elgin License Commissioners.....	86	*Printed.*
Entomological Society, Report	35	"
Estimates	2	"
Factories Inspectors, Report	42	*Printed.*
Farmers' Institutes, Report	36	"
Fees enquiry, Commission	88	"
Fish and Game, Report	17	"
Free Libraries and Mechanics' Institutes.....	125	*Not printed.*
French language in Prescott and Russell.....	4	*Printed.*
Fruit-Growers' Association, Report	37	"
Game and Fish, Report	17	*Printed.*
Game Laws, correspondence	63	*Not printed.*
Gaols, Prisons and Reformatories, Report	27	*Printed.*
Goderich Police Magistrate.....	126	*Not printed.*
Government employees	43, 99	*Printed.*

Title.	No.	Remarks.
Hamilton Beach lease	82	*Not printed.*
Hamilton, working of license law	78	*Printed.*
Hastings, Grand Jury Indictments in	60	*Not printed.*
Health Report	12	*Printed.*
Hospitals, Report	29	"
Immigration, Report	15	*Printed.*
Industries, Bureau of, Report	44	"
Inquests on vagrants	105	*Not printed.*
Insurance, Report	13	*Printed.*
do conditions of Fire policies	56	*Not printed.*
do Life Companies in Ontario	61	*Printed.*
Labour Laws, compilation	121	*Printed.*
Lands sold, amounts due on	53	"
Law Society, receipts and expenditures	101	"
Legal Offices, Report	24	"
Librarian, Report	48	*Not printed.*
Liquor License Law, Report	19	*Printed.*
do Commissioners, resignations	57	"
do to Mr. Scott, of Windsor	59	*Not printed.*
do law, working of in Hamilton	78	*Printed.*
do convictions in N. Ontario	84	*Not printed.*
do Commissioners in Elgin	86	*Printed.*
do to M. H. M. Davidson	91	*Not printed.*
do convictions in Dufferin	93	"
do to J. Aspinall	114	"
McDonald and McKee, correspondence	87	*Not printed*
McLaren, A., timber dues by	64	"
Magdalen Asylums, Report	28	*Printed.*
Maguire, F., appointment	120	*Not printed*
Maton inquest	110	"
Mechanics' Institutes and Free Libraries	125	"
Mines, Report	21	*Printed.*
Municipal Loan Fund collections	92	"
Municipal and School expenditure	111	"
Municipal taxation	117	"
Niagara Falls Park and River Railway Co'y. Financial Statement	72	*Printed.*

Title.	No.	Remarks.
Official appointments	43	*Printed.*
do	99	"
Orphan Asylums, Report	28	"
Pacaud Auréle, dismissal of	102	*Not printed.*
Parliament Buildings, Waite correspondence	76	*Printed.*
Plebiscite Vote	70	"
Poultry and Pet Stock Association, Report	40	"
Prescott and Russell, French language in	4	"
Printing and Binding contract	45	"
Printing Paper contract	77	"
Public Accounts	1	"
Public Institutions, expenditure	62	"
Public School Grant, apportionment	128	*Not printed.*
Public Works, Report	20	*Printed.*
Queen Victoria Niagara Falls Park, Report	23	*Printed.*
Railway Aid Papers and Documents	115	*Printed.*
Refuge, Orphan and Magdalen Asylums	28	"
Registry Offices, Report	65	"
do instruments received, etc	106	"
do losses sustained	116	"
Royal Commissions issued	6	"
Russell Square, location of	112	"
School expenditure	111	*Printed.*
Scott, liquor license	59	*Not printed.*
Secretary and Registrar, Report	18	*Printed.*
Sheep and Swine Breeders', Report	41	"
Spicknell, Samuel	79	*Not printed.*
Statute distribution	49	"
do	50	"
Tavern and Shop Licenses, Report	19	*Printed.*
Timber dues by A. McLaren	64	*Not printed*
do berths sold	74	*Printed.*
do supply for Chisholm mill	81	*Not printed.*
do dues, names of persons indebted	130	"
do in Disputed Territory	119	*Printed.*
Titles, Report of Master	25	"
Toronto General Trusts Co'y., Report	73	*Not printed.*
Toronto University, Report	7	"

Title.	No.	Remarks.
Toronto University, Finance, Medical Faculty	8	*Printed.*
do do do	9	"
do Biological Building...	51	"
Travelling Dairy, places visited.....	54	*Not printed.*
Upper Canada College, Report	5	*Printed.*
Waite, R. A., correspondence.....	76	*Printed.*
White, J. B., charges against.....	123	*Not printed.*
Young, William, gratuity to	122	*Not printed.*

LIST OF SESSIONAL PAPERS.

Arranged in Numerical Order with their Titles at full length; the dates when Ordered and when presented to the Legislature; the name of the Member who moved the same, and whether Ordered to be Printed or not.

CONTENTS OF PART I.

No. 1.. Public Accounts of the Province for the year 1893. Presented to the Legislature, 27th February, 1894. *Printed.*

No. 2.. Estimates for the service of the Province until the Estimates of the year are finally passed. Presented to the Legislature, 16th February, 1894. *Not printed.* Estimates for the year 1894. Presented to the Legislature, 28th February, 1894. *Printed.* Estimates required for the service of the Province until the Estimates for the year are finally passed. Presented to the Legislature, 3rd April, 1894. *Not printed.* Estimates (Supplementary) for the year 1894. Presented to the Legislature, 27th April and 1st May, 1894. *Printed.*

CONTENTS OF PART II.

No. 3.. Report of the Minister of Education for the year 1893, with the statistics of 1892. Presented to the Legislature, 6th March, 1894. *Printed.*

No. 4.. Report of the Commissioners on Schools in the Counties of Prescott and Russell, in which the French language is taught, Presented to the Legislature, 16th February, 1894. *Printed.*

No. 5.. Report of the Upper Canada College for the year ending 30th June, 1893. Presented to the Legislature, 19th February, 1894. *Printed.*

No. 6.. Return to an Order of the House of the first day of April, 1892, for a Return shewing the number of Royal Commissions issued since Confederation, together with the date of the issue thereof, subjects inquired into, costs of each with names of Commissioners and amounts paid to each. Presented to the Legislature, 23rd February, 1894. Mr. *Marter.* *Printed.*

No. 7.. Report of the Toronto University for the year 1892-93. Presented to the Legislature, 16th February, 1894. *Not printed.*

No. 8.. Report of the Standing Committee on Finance, of the Toronto University, on the income and expenditure, 1893-94, of the Medical Faculty. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 9.. Report of the Standing Committee of the University of Toronto, on Finance, for the year 1893-94. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 10.. Report of the Canadian Institute for the year 1893. Presented to the Legislature, 3rd April, 1894. *Printed.*

CONTENTS OF PART III.

No. 11.. Report relating to the registration of Births, Marriages and Deaths for the year 1892. Presented to the Legislature, 15th March, 1894. *Printed.*

No. 12.. Report of the Provincial Board of Health for the year 1893. Presented to the Legislature, 24th April, 1894. *Printed.*

No. 13.. Report of the Inspector of Insurance and Registrar of Friendly Societies for the year 1893. Presented to the Legislature, 16th February, 1894. *Printed.*

CONTENTS OF PART IV.

No. 14.. Report of the Commissioner of Crown Lands for the year 1893. Presented to the Legislature, 14th March, 1894. *Printed.*

No. 15.. Report of the Department of Immigration for the year 1893. Presented to the Legislature, 15th March, 1894. *Printed.*

No. 16.. Report of the Inspector of Division Courts for the year 1893. Presented to the Legislature, 5th March, 1894. *Printed.*

No. 17.. Report of the Ontario Fish and Game Commission for the year 1893. Presented to the Legislature, 5th March, 1894. *Printed.*

No. 18.. Report of the Secretary and Registrar of the Province, for the year 1893. Presented to the Legislature, 19th April, 1894. *Printed.*

No. 19.. Report on the working of the Tavern and Shop License Acts, for the year 1893. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 20.. Report of the Commissioner of Public Works for the year 1893. Presented to the Legislature, 7th March, 1894. *Printed.*

No. 21.. Report of the Bureau of Mines. Presented to the Legislature, 27th April, 1894. *Printed.*

No. 22.. Reports on the Algonquin National Park of Ontario, for the year 1893. Presented to the Legislature, 27th April, 1894. *Printed.*

No. 23.. Report of the Commissioners of the Queen Victoria Niagara Falls Park. for the year 1893. Presented to the Legislature, 26th March, 1894, *Printed.*

No. 24.. Report of the Inspector of Legal Offices for the year 1893. Presented to the Legislature, 28th March, 1894. *Printed.*

No. 25.. Report of the Master of Titles for the year 1893. Presented to the Legislature, 2nd April, 1894. *Printed.*

CONTENTS OF PART V.

No. 26.. Report upon the Lunatic and Idiot Asylums of the Province, for the year ending 30th September, 1893. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 27.. Report upon the Common Gaols, Prisons and Reformatories of the Province, for the year ending 30th September, 1893. Presented to the Legislature, 3rd April, 1894. *Printed.*

No. 28.. Report upon the Houses of Refuge and Orphan and Magdalen Asylums of the Province, for the year ending 30th September, 1893. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 29.. Report upon the Hospitals of the Province, for the year ending 30th September, 1893. Presented to the Legislature, 23rd February, 1894. *Printed.*

No. 30.. Report upon the Ontario Institution for the education of the Blind at Brantford, for the year ending 30th September, 1893. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 31.. Report upon the Ontario Institution for the education of the Deaf and Dumb at Belleville, for the year ending 30th September, 1893. Presented to the Legislature, 16th February, 1894. *Printed.*

CONTENTS OF PART VI.

No. 32. Report of the Ontario Agricultural College and of the Agricultural and Experimental Union, for the year 1893. Presented to the Legislature, 27th February, 1894. *Printed.*

No. 33.. Report of the Commission of Enquiry as to the Ontario Agricultural College and Experimental Farm. Presented to the Legislature, 3rd April, 1894. *Printed.*

No. 34.. Reports of the Dairymen's and Creameries' Association of Ontario, for the year 1893. Presented to the Legislature, 20th April, 1894. *Printed.*

CONTENTS OF PART VII.

No. 35.. Report of the Entomological Society for the year 1893. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 36.. Report of the Farmers' Institutes for the year 1893. Presented to the Legislature, 17th April, 1894. *Printed.*

No. 37.. Report of the Fruit Growers' Association of Ontario, for the year 1893. Presented to the Legislature, 20th April, 1894. *Printed.*

No. 38.. Report of the Bee-Keepers' Association of Ontario, for the year 1893. Presented to the Legislature, 14th March, 1894. *Printed.*

No. 39.. Report of the Agriculture and Arts Association, for the year 1893. Presented to the Legislature, 2nd March, 1894. *Printed.*

No. 40.. Report of the Poultry Association of Ontario, for the year 1893. Presented to the Legislature, 2nd March, 1894. *Printed.*

CONTENTS OF PART VIII

No. 41.. Report of the Sheep and Swine Breeders' Association of Ontario, for the year 1893. Presented to the Legislature, 17th April, 1894. *Printed.*

No. 42 .. Report of the Inspectors of Factories for the year 1893. Presented to the Legislature, 19th March, 1894. *Printed.*

No. 43 .. Return to Orders of the House of the tenth day of April and nineteenth day of May, 1893, and of the twenty-sixth day of February, 1894, respectively, for a Return of the names of all persons who, during the year 1871, held office under the Crown or were employed in, or in connection with any Department or branch of the Public Service, to whom or in respect of whose office or employment any salary or remuneration was paid out of the Consolidated Revenue Fund, or any special Fund applicable for the purpose, or by fees or otherwise, and whether the office or employment was permanent or temporary, together with a statement of the salary or remuneration attached to or payable in respect of each such office or employment, and the amount paid in the said year to each of such persons, and the date when each permanent office was created, and for a like Return for the year 1892 ; the several branches of the Public Services to which such Return relates to be classified therein as nearly as practicable as the same are classified in the Public Accounts. And a Return shewing in addition to, and as part of the Return, relating to the Public Service, ordered by the House on the tenth day of April last, the number of the letters written from each of the Departments of the Government of the Province during the years 1871 and 1892 respectively, relating exclusively to the Public Service, and distinguishing, as far as practicable, those written by the different branches of each Department. And giving also a statement from each of the Departments shewing comparatively the volume of business done in each Department during the said years 1871 and 1892, such statement to classify, so far as practicable, the business under general heads, and to set out the causes of increase or decrease under each head, and to specify the branches of the Public Service and the additions thereto, which have come into existence since the year 1871. And a Return shewing in addition to the information for the years 1871 and 1892, like information for the year 1873. Presented to the Legislature, 3rd April, 1894. Messieurs *Meredith*, *Davis* and *Balfour*. *Printed.*

No. 44 .. Report of the Bureau of Industries for the Province, for the year 1893. Presented to the Legislature, 17th April, 1894. *Printed.*

CONTENTS OF PART IX.

No. 44 .. Report of the Bureau of Industries for the Province, for the year 1893. Presented to the Legislature, 17th April, 1894. *Printed.*

No. 45 .. Report on the Tenders for Departmental and Legislative Printing and Binding, with contract with Warwick Bros. and Rutter. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 46 .. Return from the Records of the several Elections to the Legislative Assembly, in the Electoral Districts of the North Riding of the County of Bruce; the East Riding of the County of Lambton, and the South Riding of the County of Lanark, since the General Election of 1890, shewing (1) the number of Votes polled for each Candidate in each Electoral District; (2) the majority whereby each successful candidate was returned; (3) the total number of Votes polled in each District; (4) the number of Votes remaining unpolled; (5) the number of names on the Voters' List in each District; (6) the number of Ballot Papers sent out and how disposed of in each Polling Sub-division; (7) the number of Tendered Ballots sent out; (8) the population of each District as shewn by the Census. Presented to the Legislature, 14th February and 9th March, 1894. *Printed.*

No. 47 .. Report of work under the Neglected Children's Protection Act for the six months ending 31st December, 1893. Presented to the Legislature, 16th February, 1894. *Printed.*

No. 48 .. Report of the Librarian on the state of the Library. Presented to the Legislature, 16th February, 1894. *Not printed.*

No. 49 .. Statement as to the disposal of the Revised Statutes, 1887, for the year 1893. Presented to the Legislature, 16th February, 1894. *Not printed.*

No. 50 .. Statement as to the disposal of the Sessional Statutes for the year 1893. Presented to the Legislature, 16th February, 1894. *Not printed.*

No. 51 .. Return to an Order of the House of the twenty-fourth day of April, 1893, for a Return, giving the report of the Committee of the Senate of the University of Toronto appointed to enquire into the erection of the Biological Buildings, with the evidence upon which the said report is based; also, copies of all correspondence with the Government regarding the proposed Park Hospital, and all papers relating to the said Park Hospital, and all reports of any action taken in regard to the said Park Hospital scheme, or regarding any action which may have been or may be in contemplation by the Senate of the University of Toronto, the University Trustees or the Park Hospital Trustees; in connection with the lots leased to the Park Hospital Trustees; also copies of any correspondence with the Government having reference to matters bearing upon Medical Education in Ontario and the relation of the University of Toronto thereto. Presented to the Legislature, 19th February, 1894. Mr. *Preston.* *Printed.*

No. 52 .. Return to an Address to His Honour the Lieutenant-Governor, of the twenty-eighth day of April, 1893, praying that he will cause to be laid before the House a Return, shewing as to what offices, or services, Orders in Council have been passed commuting the fees; the date of the Orders in Council; the amount of the commutation allowances, with a schedule or table shewing the amounts paid to each official in each year since the Order in Council was passed, and the amount received by the Province in each year from the fees of his office. Presented to the Legislature, 16th February, 1894. Mr. *Hudson. Printed.*

No. 53 .. Supplementary Return to an Order of the House of the eleventh day of April, 1892, for a Return shewing by townships the amount remaining unpaid on the 31st December last on lands sold, of (1) Crown Lands, (2) Common School Lands, (3) Grammar School Lands, (4) Railway Lands, and the aggregate amount due in respect of each of the said classes of lands distinguishing the amounts due for principal and interest respectively. Presented to the Legislature, 16th February, 1894. Mr. *Meredith. Printed.*

No. 54 .. Return to an Order of the House of the twenty-eighth day of April, 1893, for a Return shewing the number and names of places visited in the different electoral constituencies in the Province in each of the years 1891 and 1892 by the Travelling Dairy, the number of persons forming the staff of each Dairy, the salaries paid, the travelling and other expenses incurred, and the manner in which these travelling expenses were paid. Presented to the Legislature, 16th February, 1894. Mr. *Preston. Not printed.*

No. 55 .. Return to an Order of the House of the fifth day of May, 1893, for a Return shewing the numbers of Reeves comprising the various County Councils of the Province in the years 1887 and 1892 respectively, together with the statement of the amount paid as indemnity and the assessment of each of the said Municipalities in each of the above mentioned years. Presented to the Legislature, 16th February, 1894. Mr. *Wood (Brant). Printed.*

No. 56 .. Return to an Order of the House of the twelfth day of May, 1893, for a Return shewing as to the conditions of policies ordinarily used by fire Insurance Companies in Ontario. Firstly—Companies using policies without conditions, or with conditions less than the statutory ones. Secondly—Those using statutory conditions only. Thirdly—Those imposing additional conditions to the statutory conditions, and the nature of such conditions. Presented to the Legislature, 16th February, 1894. Mr. *Monk. Not printed,*

No. 57 .. Return to an Order of the House of the seventeenth day of May, 1893, for a Return shewing the number of resignations, dismissals and suspensions of License Commissioners and Inspectors for the years 1890-91 and '92. Also, copies of all papers and correspondence connected therewith, and instructions to special Agents, and names of Commissioners and Inspectors so dismissed or suspended, or who have resigned, and the causes of such resignation, dismissal or suspension. Presented to the Legislature, 16th February, 1894. Mr. *Ryerson. Printed.*

No. 58 .. Return to an Order of the House of the nineteenth day of May, 1893, for a Return, so far as the facts appear from the papers filed, and the books in the office at Osgoode Hall, relating to the motions and other matters heard and disposed of from first day of November, 1892, to first day of May, 1893, by or before a Judge of the High Court, sitting in Court at Osgoode Hall, in the Chancery Division, and in the Queen's Bench and Common Pleas Divisions of the High Court respectively—exclusive of trials at sittings for trials. Such Return to shew and classify as far as practicable under general heads the nature of the various motions and proceedings in Single Court. Also, shewing which of them were unopposed and which of them were disposed of upon consent of parties. Also, shewing the style in short form, of the several actions, causes and matters, and in what counties the same respectively originated. Presented to the Legislature, 16th February, 1894. Mr. *Guthrie*. *Printed.*

No. 59 .. Return to an Order of the House of the nineteenth day of May, 1893, for a Return of a copy of the application for and Petition against the granting of a Tavern or other liquor license to Mr. Scott, of the City of Windsor, together with copies of all correspondence, minutes, proceedings and papers relating thereto. Presented to the Legislature, 16th February, 1894. Mr. *White*. *Not printed.*

No. 60 .. Return to an Order of the House of the nineteenth day of May, 1893, for a Return shewing how many indictments have been placed before the Grand Jury in the County of Hastings for the last six years; in how many cases were true Bills found; how many cases were there in which the parties charged were in the County at the time of preferring the indictments; in how many cases have the persons charged been brought back under extradition or otherwise, and what has been the cost to the County of Hastings. Presented to the Legislature, 16th February, 1894. Mr. *Hudson*. *Not printed.*

No. 61 .. Return to an Order of the House of the twelfth day of May, 1893, for a Return shewing as to the names of Life Insurance Companies doing business in Ontario among the industrial classes and receiving premiums of one dollar or under, weekly, and shewing an unusual condition in the policies. Shewing also, the number and names, so far as ascertainable, of cases disputed or contested by such companies during the last two years and the amount involved. And the defences set up to such cases. Presented to the Legislature, 16th February, 1894. Mr. *Monk*. *Printed.*

No. 62 .. Return to an Order of the House of the eleventh day of March, 1892, for a Return shewing, in monthly form, the Expenditure in the Public Institutions of the Province from the year 1883 to the year 1891, both inclusive. Presented to the Legislature, 22nd February, 1894. Mr. *H. E. Clarke, (Toronto)*. *Printed.*

No. 63 .. Return to an Order of the House of the twenty-eighth day of April, 1893, for a Return of copies of all correspondence between any

member of the Government and any other person or persons respecting prosecutions under the Game Laws in the Counties of Lennox and Addington, and for copies of returns of all convictions for offences under the Game Laws in said Counties since the 1st July, 1892. Presented to the Legislature, 22nd February, 1894. Mr. *Reid.* *Not printed.*

No. 64 .. Return to an Order of the House of the twelfth day of April, 1893, for a Return shewing the amount due in the year 1889, by Alexander McLaren, for dues on timber cut on the berth in the Township of Wilberforce, of which he was licensee and of the amount accepted in payment of his indebtedness and of copies of all correspondence with reference to such indebtedness, and the settlement of it and of all reports by an officer of the Department in reference thereto, and as to the quantity of timber cut by the licensee and as to the value of the license. Presented to the Legislature, 23rd February, 1894. Mr. *Miscampbell.* *Not printed.*

No. 65 .. Report of the Inspector of Registry Offices for the year 1893, together with a statement of the Returns of the Fees and Emoluments of the Registrars of Ontario for the same year. Presented to the Legislature, 26th February, 1894. *Printed.*

No. 66 .. Copy of an Order in Council approving of an Agreement with the Methodist Book Room and Publishing House, Toronto, respecting the publication of the Public School Text Book on Physiology and Temperance. Presented to the Legislature, 26th February, 1894 *Not printed.*

No. 67 .. Copy of a Minute of the Department of Education approving of certain Regulations of the Department. Presented to the Legislature, 26th February, 1894. *Not printed.*

No. 68.. Copy of an Order in Council appointing Samuel B. Sinclair, B.A,, Vice-Principal of the Provincial Normal School at Ottawa. Presented to the Legislature, 26th February, 1894. *Not printed.*

No. 69.. Detailed Statement of all Bonds and Securities recorded in the Provincial Registrar's Office since the last Return submitted to the Legislature, and made in accordance with the provisions of R.S.O., Cap. 15, Sec. 23. Presented to the Legislature, 26th February, 1894. *Not printed.*

No. 70.. Return to an Order of the House of the twenty-seventh day of February, 1894, for a Return, from the Records of the Votes cast "yes" and "no" on the question of Prohibition on 1st January last under 56 Vict. Cap. 41, showing (1) The number of male votes polled in each Municipality; (2) The number of female votes so polled; (3) The total votes cast; (4) The male and female and total majorities; (5) The number of males and females voting; (6) The number of male and female votes on voters' lists, and number of such votes unpolled; (7) The number of spoiled and rejected ballots; and a further Return showing in detail; (8) The male votes cast in each

electoral district of the Province; (9) The majorities "yes" and "no" in each such electoral district, and the total numbers of male votes cast; (10) The total male votes on voters' lists and unpolled, and (11) A statement of votes polled at the general election for the Legislative Assembly in 1890, with the total votes on voters' lists and unpolled at such election. Presented to the Legislature, 28th February, 1894. Mr. *McKay* (*Oxford.*) *Printed.*

CONTENTS OF PART X.

No. 71.. Report of the Inspector of the House of Industry and Refuge of the County of Elgin. Presented to the Legislature, 28th February, 1894. *Not printed.*

No. 72.. Report of the Directors of the Niagara Falls Park and River Railway Company, with the Financial Statement for the year 1893. Presented to the Legislature, 28th February, 1894. *Printed.*

No. 73.. Statement of the affairs of the Toronto General Trusts Company for the year 1893. Presented to the Legislature, 1st March, 1894. *Not printed.*

No. 74.. Return to an Order of the House of the twelfth day of April, 1893, for a Return of all timber berths which have been sold or disposed of which were not under license in the year 1889, and a like Return for each of the years 1890, 1891 and 1892. Presented to the Legislature, 5th March, 1894. Mr. *Meredith.* *Printed.*

No. 75.. Return to an Order of the House of the seventh day of March, 1894, for a Return of the number of cases now standing for argument in the Court of Appeal, and the number which were standing for argument on the first days of January, 1890, 1891, 1892, 1893 and 1894. Presented to the Legislature, 13th and 26th March, 1894. Mr. *Meredith.* *Printed.*

No. 76.. Correspondence, letters and accounts in connection with the employment of Mr. R. A. Waite as Architect of the new Parliament and Departmental Buildings, and the claim made by him in respect of his services as such Architect. Presented to the Legislature, 15th March, 1894. *Printed.*

No. 77.. Contract with Messieurs Barber Bros. for the supply of Printing Paper for the five years ending 31st December, 1898. Presented to the Legislature, 19th March, 1894. *Printed.*

No. 78.. Return to an Order of the House of the twenty-third day of February, 1894, for a Return of a copy of the report made to the Government in 1893, by Mr. J. K. Stewart, Provincial Inspector of Licenses, respecting the operation of the License Law in the City of Hamilton, and the accommodation provided by the places licensed in the city. Presented to the Legislature, 19th March, 1894. Mr. *Clarke* (*Toronto.*) *Printed.*

No. 79.. Return to an Order of the House of the twenty-third day of February, 1894, for a Return of copies of all correspondence and reports with regard to the application or claim of Samuel Spicknell, formerly an employee in the Insane Asylum at London, for a gratuity or allowance, on his ceasing to be employed in the Public Service of the Province. Presented to the Legislature, 19th March, 1894. Mr. *Meredith*. *Not printed.*

No. 80.. Return to an Order of the House of the seventh day of March, 1894, for a Return shewing the amounts expended in connection with the Provincial binder twine industry, (1) for buildings, (2) for machinery, (3) for materials, up to 30th September, 1893, (4) for labour and superintendence, with the names of foreman or superintendents employed and the wages or salary paid to each of them up to 30th September, 1893; and showing also, (1) the total output of twine in quantity and the amounts realized therefrom, giving the names from whom the same were received and the dates of the receipt of each sum prior to 30th September, 1893; (2) the total quantity of twine on hand; (3) the total quantity of material on hand on 30th September, 1893; (4) the amounts (if any) remaining unpaid by the purchasers, with names of the persons by whom the same are payable; (5) the names of the agents employed for the sale or disposal of the twine, and the remuneration paid or payable to each of them; (6) and a statement of the number of prisoners employed in connection with the industry and of the time during which they were employed. Presented to the Legislature, 28th March, 1894. Mr. *Preston*. *Printed.*

No. 81.. Return to an Order of the House of the twenty-eighth day of February, 1894, for a Return of copies of all correspondence in connection with an application for a supply of timber for a local saw mill in the Township of Tyendenaga, in the County of Hastings, by Mr. Fraser Chisholm, of the said township. Presented to the Legislature, 29th March, 1894. Mr. *Wood* (*Hastings.*) *Not printed.*

No. 82.. Return to an Order of the House of the twelfth day of March, 1894, for a Return shewing to whom the Island at Hamilton Beach is leased; the terms of the lease; the amount of annual rental; how the lease was obtained, whether by public auction or private arrangement. Presented to the Legislature, 29th March, 1894. Mr. *Ryerson*. *Not printed*

No. 83.. Return to an Order of the House of the fourteenth day of March, 1894, for a Return of all moneys paid by the Government for Colonization Roads in the Township of Smith, in the County of Peterborough for the years 1890-91-92-93. Presented to the Legislature, 29th March, 1894. Mr. *Willoughby*. *Not printed.*

No. 84.. Return to an Order of the House of the nineteenth day of March, 1894, for a Return of all convictions under the Liquor License Act in the Riding of North Ontario during the year 1893. Also, shewing all moneys paid to the License Inspector for salary and expenses during the same year, distinguishing the amounts paid for salary and the

amounts paid for expenses. Also, of the particulars of any fines which may have been remitted during the same year. Also, the gross amount of money received by the Inspector, in his official capacity, during the same year, and a detailed statement of the amounts disbursed by him during the same time, shewing to whom and for what purposes they were paid. Presented to the Legislature, 29th March, 1894. Mr. *Glendinning.* *Not printed.*

No. 85.. Return to an Order of the House of the seventh day of March, 1894, for a Return of the number of Reeves and Deputy-Reeves comprising the several County Councils of the Province for the year 1893. Presented to the Legislature, 12th April, 1894. Mr. *McKechnie.* *Printed.*

No. 86.. Return to an Order of the House of the twenty-eighth day of March 1894, for a Return giving a copy of the Report of Mr. Stewart, Provincial License Inspector, as to the charge that certain License Commissioners in the County of Elgin were owners of licensed premises, and that licenses were refused certain parties on political grounds. Presented to the Legislature, 2nd April, 1894. Mr. *McColl.* *Printed.*

No. 87.. Return to an Order of the House of the twenty-first day of March last for a Return of copies of all correspondence, commission report and all other documents and papers relating to certain charges made by Robert McDonald against Detective Thomas McKee, of the City of Windsor, and of the disposition of the matter. Presented to the Legislature, 2nd April, 1894. Mr. *White.* *Not printed.*

No. 88.. Copy of the Commission issued to the Honourable T. A. Boyd and others to enquire into and to collect and report to the Lieutenant-Governor upon the facts bearing on the various views which have been expressed with respect to the mode of remunerating and appointing certain Provincial Officials, now paid by fees, including the practice and experience of other countries Presented to the Legislature, 5th April, 1894. *Printed.*

No. 89.. Return to an Order of the House of the twenty-eighth day of March, 1894, for a Return shewing what system of payment the Government adopted in dealing with stockmen at the Columbian Exposition. The amount each owner received for fares, maintenance, caretaking or for any other purpose, distinguishing each amount and giving the name of each owner. Presented to the Legislature, 5th April, 1894. Mr. *McKay* (*Victoria.*) *Not printed.*

No. 90.. Return to an Order of the House of the thirtieth day of March last, for a Return of a detailed statement for 1893 of all fees and emoluments of the Registrars of Deeds for the County of Dufferin in connection with his office. Presented to the Legislature, 5th April, 1894. Mr. *Barr* (*Dufferin.*) *Not printed.*

No. 91... Return to an Order of the House of the fourteenth day of March, 1894, for a Return of copies of all correspondence between Mrs. M. H. M.

Davidson and the Government, or any officer thereof, relating to her application for a license in the years 1892 and 1893, for the Albion Hotel, in the Village of Shannonville. Presented to the Legislature, 6th April, 1894. Mr. *Hudson. Not printed.*

No. 92 .. Return to an Order of the House of the twenty-sixth day of March, 1894, for a Return shewing amount collected on account of the Municipal Loan Fund from Confederation until 31st December, 1871. Also, collections on account of Crown, Clergy, Common School, Grammar and Mining Lands in the same period, and collections on same lands in the four years ending 31st December, 1893. Shewing, also, collections on account of Municipal Loan Fund in 1872. Presented to the Legislature, 11th April, 1894. Mr. *Gibson (Huron.) Printed.*

No. 93 .. Return to an Order of the House of the thirtieth day of March, 1894, for a Return of all convictions under the Liquor License Act in the County of Dufferin during the years 1892 and 1893. Also, of all moneys paid to the License Inspector for salary and expenses, giving the amount paid for salary and expenses separately Also, the particulars of all fines that may have been remitted. Also, the gross amount of money received by the Inspector during the said term, and a detailed statement of the amounts disbursed by him during the said time, shewing to whom and for what such disbursements were made. Presented to the Legislature, 12th April, 1894. Mr. *Barr (Dufferin.) Not printed.*

No. 94 .. Return to an Order of the House of the fourth day of April 1894, for a Return of copies of all correspondence between the Council of the County of Elgin and the Government with regard to an increased grant to the County, under the provisions of the Act respecting the establishment of Houses of Industry. Presented to the Legislature, 12th April, 1894. Mr. *McColl. Not printed.*

No. 95 .. Return to an Order of the House of the first day of March, 1894, for a Return shewing (1) the advertisements for the sale of the cattle offered for sale at the Agricultural College in December last; (2) the conditions of sale; (3) a list of the names of the purchasers and the prices paid for the animals sold; (4) a list of the animals of which the purchasers refused to complete the sale; (5) a statement of the animals sold and afterwards returned; (6) a list of the animals in respect of which the test for tuberculosis was applied, and statement of the result in each case. Presented to the Legislature, 13th April, 1894. Mr. *McColl. Printed.*

No. 96 .. Return to an Order of the House of the ninth day of March, 1894, for a Return giving an itemized statement of all expenditures and disbursements in connection with East Northumberland Registry Office for the years 1891, 1892 and 1893, shewing the number of employees, the name of each employee and the period in each year during which he or she was employed. Presented to the Legislature, 13th April, 1894. Mr. *Willoughby. Printed.*

No. 97 .. Return to an Order of the House of the twenty-first day of March last for a Return giving the name of the Dam of each Calf offered for sale from the Ontario Experimental Farm and Dairy in the year 1893, and where such Dam was purchased. Presented to the Legislature, 13th April, 1894. Mr. *Ryerson. Not printed.*

No. 98 .. Report of N. Awrey, Esquire, M.P.P., as Ontario Commissioner to the World's Columbian Exposition, 1893. Presented to the Legislature, 17th April, 1894. *Printed.*

No. 99 .. Return to an Order of the House of the twenty-sixth day of February, 1894, for a Return shewing the number of persons employed, temporarily or permanently, by the Government in the service of the Province on the 31st December, 1893, together with their names, ages, nationality, religion, salary, occupation, place of residence and date of appointment; but not including mechanics, artisans, laborers or like employees whose engagement or employment was of a merely temporary character. Also, a similar Return as to all Sessional Clerks employed during the Sessions of 1893 and 1894. Presented to the Legislature, 17th April, 1894. Mr. *Balfour. Printed.*

No. 100.. Return to an Order of the House of the sixteenth day of March, 1894, for a Return shewing the gross fees or emoluments of each Division Court Clerk and Bailiff in the Province for the year 1893; the net emoluments of such clerks as have paid any sum to the Provincial Treasurer in pursuance of Chapter 17, 55 Victoria, intituled, "An Act respecting the Fees of certain Public Officers." Also, the several amounts paid, or to be paid, under the provisions of the Division Courts Act, to the Provincial Treasurer in each year for the ten years ending on the 31st December, 1893. Presented to the Legislature, 17th April, 1894. Mr. *Marter. Printed.*

No. 101.. Return to an Order of the House of the sixteenth day of March, 1894, for a Return giving a detailed statement of the receipts and expenditures of the Law Society of Ontario for the year 1893. Also, a statement of the assets and liabilities of the Society on the first day of January, 1894. Also, a statement shewing the objects and purposes to which the funds of the Society are applicable. Presented to the Legislature, 17th April, 1894. Mr. *Balfour. Printed.*

No. 102.. Return to an Order of the House of the twenty-first day of March, 1894, for a Return of a copy of the report of His Honour the Junior Judge of the County of Essex which led to the dismissal or resignation of Aurele Pacaud, a bailiff of the 7th Division Court of the County of Essex, together with copies of all correspondence, evidence, statements, reports and other papers and documents relating to the matter. Presented to the Legislature, 17th April, 1894. Mr. *White. Not printed.*

No. 103... Analysis of Reports of County and Township Agricultural and Horticultural Societies for the year 1893. Presented to the Legislature, 18th April, 1894. *Not printed.*

No. 104... Return to an Order of the House of the twenty-second day of February, 1894, for a Return, duly compiled from the Census Returns for the year 1891, of the Federal Census for the Province, shewing the population for each county and district and the municipalities situate therein, the population of the unorganized territory and the Provincial Electoral Districts. Presented to the Legislature, 18th April, 1894. Mr. *Wood (Brant.)* *Printed.*

No. 105... Return to an Order of the House of the twenty-sixth day of February, 1894, for a Return shewing the number of inquests held during the past three years on the death of persons committed for vagrancy, in the gaols, prisons, houses of correction, lockups or houses of industry, and the cost in connection with the finding of such inquests. Presented to the Legislature, 18th April, 1894. Mr. *Barr (Dufferin.)* *Not printed.*

No. 106... Return to an Order of the House of the sixth day of April, 1894, for a Return from the Provincial Inspector of Registry Offices, from his memoranda made at his inspection of Registry Offices in 1892, of the last instrument received for registration in each municipality in each Registration Division; the last instrument copied in each municipality in each division, and the last instrument compared in each municipality in each division, with a like Return from the same memoranda for 1893, with the dates of the inspections in each division in each year. Presented to the Legislature, 18th April, 1894. Mr. *Wood (Hastings.)* *Printed.*

No. 107... Estimated sales for the year 1894, from the Central Prison Industries. Presented to the Legislature, 19th April, 1894. *Printed.*

No. 108... Return to an Order of the House of the twenty-eighth day of March, 1894, for a Return shewing (1) the salaries of all City and County Treasurers; (2) the total amount of all fees or other emoluments received by the Treasurers by reason of their offices. Presented to the Legislature, 19th April, 1894. Mr. *Bishop.* *Printed.*

No. 109... Return to an Order of the House of the thirtieth day of March, 1894, for a Return shewing the salaries of all City and County Clerks in the Province for the year 1893. Presented to the Legislature, 19th April, 1894. Mr. *Clancy.* *Printed.*

No. 110.. Return to an Order of the House of the fourth day of April, 1894, for a Return of copies of the evidence in the inquest on one Maton, held at the Village of Carleton on October 3rd, 1893, together with copies of all correspondence between the Coroner and the County Crown Attorney and the County Crown Attorney and the Attorney-General. Presented to the Legislature, 20th April, 1894. Mr. *Ryerson.* *Not printed.*

No. 111.. Return to an Order of the House of the ninth day of March, 1894, for a Return shewing separately, the total municipal and school expenditure of each County, Township, City, Town and Village in the Province for the years 1883 and 1893, respectively. Presented to the Legislature, 23rd April, 1894. Mr. *Balfour.* *Printed.*

No. 112.. Return to an Address to His Honour the Lieutenant-Governor of the nineteenth day of March, 1894, praying that His Honour will cause to be laid before this House a Return of a copy of the original plan shewing the location of Russell Square in the City of Toronto, and of all instructions, Orders in Council, minutes and correspondence relating to the survey or laying out of the Square. Also, of a copy of Letters Patent thereof, and of all Orders in Council, minutes and correspondence relating to the issue of such Letters Patent and relating to any subsequent disposition or appropriation of the land, and of all correspondence, petitions and documents with reference to the claim of the Corporation of the City of Toronto to said Square, and the diversion of it from the purposes for which it was originally designed. Presented to the Legislature, 23rd April, 1894. Mr. *Clarke* (*Toronto.*) *Printed.*

No. 113.. Return to an Order of the House of the fourteenth day of March, 1894, for a Return shewing the full amount of the Government grant to the Agricultural and Arts Board, and a detailed statement of its expenditure for the past five years. Presented to the Legislature, 23rd April, 1894. Mr. *Preston.* *Not printed.*

No. 114.. Return to an Order of the House of the fourth day of April, 1894, for a Return of copies of all correspondence in connection with the granting of a shop license for the sale of liquor to one Joseph Aspinall, of the Town of Tilsonburgh, in the South Riding of Oxford, for the years 1893-4. Also, copies of all papers and documents in possession of the Government, or any official thereof, relating to the said license, together with a copy of the Report of the Chief Inspector, who enquired into the complaint that the license was fraudulently granted. Presented to the Legislature, 23rd April, 1894. Mr. *McCleary.* *Not printed.*

No. 115.. Petition, correspondence and general information in respect of the application for grants of Public money in aid of the construction of certain portions of the Irondale, Bancroft and Ottawa, the Northern and Pacific Junction, the Ottawa, Arnprior and Parry Sound, and the Ontario and Rainy River Railways. Presented to the Legislature, 25th April, 1894. *Printed.*

No. 116.. Return to an Order of the House of the sixth day of April, 1894, for a Return from each Registration Division in Ontario, shewing all losses sustained by reason of errors or omissions on the part of officials of said divisions, with the names of parties to whom paid; dates of payment and the nature of error or omission, such Return to extend over the last ten years. Presented to the Legislature, 26th April, 1894. Mr. *Wood* (*Hastings.*) *Printed.*

No. 117.. Return to an Order of the House of the second day of March, 1894, for a Return from each municipality in the Province, other than Counties, showing that the rate of taxation therein (1) for municipal purposes, (2) for school purposes, (3) total. Presented to the Legislature, 26th April, 1894. Mr. *Clarke* (*Lanark.*) *Printed.*

No. 118.. Rules, Orders and Forms of the Division Courts of Ontario, as adopted by the Board of County Judges, 1894. Presented to the Legislature, 26th April, 1894. *Not printed.*

No. 119.. Return to an Order of the House of the nineteenth day of March, 1894, for a Return, shewing the number of acres sold by the Government in what was called the Disputed Territory, and shewing also the number of square miles of timber limits under license therein, and what has accrued by way of revenue up to the fifteenth day of March, 1894. And what has, during the same period, been expended by the Province within the said Territory. And also, what is the liability of the Province in respect of Indian Lands. Presented to the Legislature, 26th April, 1894. Mr. *Gibson (Huron.) Printed.*

No. 120.. Return to an Order of the House of the ninth day of April, 1894, for a Return shewing the date of the appointment of F. Maguire, of St. Catharines, as Inspector of immigrants at Niagara Falls, Ontario. Shewing also, what duties he performs; how many hours daily he is on duty and what salary he receives. And if he is still under pay, what allowance he receives; what are his qualificatians for the office, and if he has had any medical training. Shewing also, by whom his duties are performed during his absence; who performed similar duties before his appointment, and at what salary. Shewing also, if there are similar officials at other points on the frontier, giving name, dates of appointment and salaries. Presented to the Legislature, 26th April, 1894. Mr. *McCleary. Not printed.*

No. 121.. A compilation of the Labour Laws. Presented to the Legislature, 27th April, 1894. *Printed.*

No. 122.. Return to an Order of the House of the fifth day of March, 1894, for a Return shewing the date of the dismissal of William Young, Farm Instructor at the Reformatory for Boys at Penetanguishene. The length of time he was in the service; the cause of his dismissal; the amount paid him as a gratuity, together with the amounts, if any, paid him for rent allowance or otherwise since his dismissal. Also, copies of all correspondence between the said Young and the Government, or any officer thereof, relating to his dismissal, the payment of a gratuity or otherwise. Presented to the Legislature, 27th April, 1894. Mr. *Clancy. Not printed.*

No. 123.. Report of the Provincial Inspector into the charges preferred against J. B. White, License Inspector for the District of Manitoulin, together with a copy of the evidence taken at the investigation. Presented to the Legislature, 27th April, 1894. *Not printed.*

No. 124.. Commission, evidence and report in respect of the inquiry concerning the Agricultural College and Experimental Farm held by John Winchester, John Watterworth and John S. Pearce, Esquires. Presented to the Legislature, 27th April, 1894. *Not printed.*

No. 125. Return to an Order of the House of the twenty-third day of April, 1894, for a Return setting forth the Cities, Towns and Incorporated Villages in Ontario in which Free Libraries and Mechanics' Institutes have been established. Shewing, as well, the unincorporated Villages in which Mechanics' Institutes or reading rooms have been established, and shewing the Electoral Districts in which Farmers' Institutes have not been established. Presented to the Legislature, 27th April, 1894. Mr. *Wood* (*Brant.*) *Not printed.*

No. 126. Return to an Order of the House of the twentieth day of April, 1894, for a Return of copies of all correspondence and communications which have passed between the Municipal Council of the Town of Goderich, or any officer or member thereof, or any ratepayer of the said town, and any member or officer of the Government, with reference to the appointment of a Police Magistrate for the said town; and also, of all Petitions for or against the appointment. Presented to the Legislature, 27th April, 1894. Mr. *Whitney. Not printed.*

No. 127. Return to an Order of the House of the thirtieth day of March, 1894, for a Return of copies of all papers, letters, statements and documents in connection with the charges of G. A. Dorian, against Dr. P. H. Bryce, Secretary of the Provincial Board of Health, with a copy of the evidence adduced, and the finding of the Commissioners. Presented to the Legislature, 30th April, 1894. Mr. *Ryerson. Not printed.*

No. 128. Return to an Order of the House of the eighteenth day of April, 1894, for a Return shewing what amount of the Public School grant—not including the Poor Schools grant—was apportioned to cities, towns, and those incorporated villages containing High Schools or Collegiate Institutes for the years 1882 and 1892 respectively, and the amount to the remaining municipalities of the Province. Presented to the Legislature, 30th April, 1894. Mr. *Meacham. Not printed.*

No. 129. Return to an Order of the House of the twenty-third day of April, 1894, for a Return of a detailed statement, for the years 1890 and 1891, of the fees and emoluments of the Registrar of Deeds for the County of Dufferin in connection with his office, with the dates and amounts of rebates for each year paid to the County. Presented to the Legislature, 30th April, 1894. Mr. *Barr* (*Dufferin.*) *Not printed.*

No. 130. Return to an Order of the House of the eighth day of May, 1893, for a Return shewing the names of all persons, firms or companies, indebted to the Province on the first day of January, 1893, on account of timber dues, ground rent or bonuses for timber limits; the amount of indebtedness in each case; the balance, if any, due by such persons, firms or companies on the first day of January, in each year since 1886, and the total amount of such indebtedness on the first day of January, 1893. Presented to the Legislature, 4th May, 1894. Mr. *Wood* (*Hastings.*) *Not printed.*

THE EDUCATION DEPARTMENT, TORONTO, ONT.

REPORT

OF THE

MINISTER OF EDUCATION.

REPORT

OF THE

MINISTER OF EDUCATION,

(ONTARIO),

FOR THE YEAR 1893.

WITH THE STATISTICS OF 1892.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

TORONTO:
WARWICK BROS. & RUTTER, PRINTERS, &c., 68 AND 70 FRONT STREET WEST,
1894.

TABLE OF CONTENTS.

STAFF OF THE DEPARTMENT.

GENERAL REPORT OF THE MINISTER, 1893.

Report of the Minister of Education for the year 1893, with the Statistics of 1892.

PAGE.

I.—PUBLIC SCHOOLS.
1. School Population, Attendance ..... xiii.
2. Classification of Pupils xvi
3. Teachers' Certificates, Salaries ..... xviii.
4. Schools and School Houses, Maps, etc ..... xxii.
5. Receipts and Expenditure ..... xxiii.
II.—ROMAN CATHOLIC SEPARATE SCHOOLS ..... xxiv.
1. Separate School Entrance Examination ..... xxv.
2. Protestant Separate Schools ..... xxv.
III.—HIGH SCHOOLS (*including Collegiate Institutes*).
1. Receipts, Expenditure, Attendance, etc ..... xxvi.
2. Classification, etc ..... xxvii.
IV.—DEPARTMENTAL EXAMINATIONS ..... xxix.
V.—TEACHERS' INSTITUTES ..... xxxv.
VI.—TECHNICAL EDUCATION ..... xxxvii.
VII.—ARBOR DAY ..... xl.
VIII.—TEN YEARS RETROSPECT ..... xl.
IX.—GOVERNMENT GRANTS TO EDUCATION ..... xlix.
X.—THE WORLD'S FAIR ..... li.

APPENDICES.

APPENDIX A.—*Statistical Tables, 1892.*

1. *Public Schools.*
I.—TABLE A.—School Population, Total and Average Attendance, etc 4
II.—TABLE B.—Reading Classes—Pupils in the different branches of instruction. 10
III.—TABLE C.—Public School Teachers, Salaries, etc 16
IV.—TABLE D.—Public School Houses, Prayers, Maps, etc 20
V.—TABLE E.—Receipts and Expenditure—Cost per pupil 22
2. *Roman Catholic Separate Schools.*
VI.—TABLE F.—Receipts, Expenditure, Pupils, Attendance 28
VII.—TABLE G.—Teachers, Branches of Instruction, Maps, etc 32

3. *Collegiate Institutes and High Schools.* PAGE.

VIII.—TABLE H.—Receipts and Expenditure, ttendance, Cost per pupil, etc..... 36
IX.—TABLE I.—Pupils in the different branches of instruction..... 42
X.—TABLE K.—Miscellaneous, School Houses, etc 48

4. *Protestant Separate Schools.*

XI.—TABLE L.—Protestant Separate Schools 54

5. *Miscellaneous.*

XII.—TABLE M.—Report on Truancy 56
XIII.—TABLE N.—Report on Kindergartens 58
XIV.—TABLE O.—Report on Night Schools..... 59

6. *General Statistical Abstract.*

XV.—TABLE P.—General Statistical Abstract 60

APPENDIX B.—*Proceedings for the year 1893.*

1. Orders in Council..... 61
2. Circulars from the Minister 63
Apportionment of Legislative Grant 92

APPENDIX C.—*Provincial Normal and Model Schools, 1893.*

1. Toronto Normal School..... 106
2. Ottawa Normal School 106
3. Toronto Model School 107
4. Ottawa Model School..... 107

APPENDIX D.—*County Model Schools, 1893.*

Statistics of County Model Schools 108

APPENDIX E.—*Teachers' Institutes, 1892-93.*

1. Ontario Educational Association..... 110
2. Financial Statement, 1892 116

APPENDIX F.—*Departmental Examinations, 1893.*

Admission of Candidates to Collegiate Institutes and High Schools..... 118

APPENDIX G.—*Certificates, 1893.*

1. Names of persons who have received Inspectors' Certificates 120
2. do do High School Principals' Certificates 120
3. do do qualified as High School Assistants 120
4. Number of Public School Teachers' Certificates 121
5. List of Provincial Certificates Granted by the Department..... 122
6. Kindergarten Certificates 126
7. Temporary and Extended Certificates issued during 1893 127

APPENDIX H.—*Superannuated Teachers, 1893.*

1. Allowance granted during 1893..... 128
2. Summary for years 1881 to 1893..... 128

APPENDIX I.—*Inspection of Schools, 1893.* PAGE.

1. *Public School Inspection.*

(1) List of Inspectors 129
(2) Extracts from Reports of Inspectors 132

2. *Roman Catholic Separate School Inspection.*

(1) Report of J. F. White, Esq., Inspector, Western Division 181
(2) Report of C. Donovan, Esq., M.A., Inspector, Eastern Division 184

3. *Indian School Inspection.*

Extracts from Reports of Inspectors 187

4. *Report of Inspector of Teachers' Institutes* 214

APPENDIX K.—*Technical Education—Mechanics' Institutes, Free Libraries, Art Schools and Scientific Institutions, 1892-93.*

Report of S. P. May, Esq., M.D., C.L.H., Superintendent 220
I. *Mechanics' Institutes* 220
II. *Free Libraries* 222
III. *Art Schools and Provincial Drawing Examinations* 261
1. Extract from Report of the Brockville Art School 275
2. do Report of the Hamilton Art School 277
3. do Report of the Kingston Art School 278
4. do Report of the London Art School 279
5. do Report of the Ottawa Art School 280
6. do Report of the St. Thomas Art School 282
7. do Report of the Toronto Art School 283
8. do Report of the Ontario Society of Artists 285

IV. *Scientific Institutions*

1. Report of the Canadian Institute, Toronto 287
2. Report of the Hamilton Association 290
3. Report of L'Institut Canadien-Francais de la Cite d'Ottawa 292
4. Report of the Ottawa Literary and Scientific Society 294
5. Report of the Athenæum and St. Patrick's Literary Association of Ottawa. 296

APPENDIX L.—*School of Practical Science, 1893.*

Annual Report of the School of Practical Science, Toronto 297

APPENDIX M.—*Departmental Library, 1893.*

Report of Librarian 304

APPENDIX N.—*World's Fair, 1893.*

Report of Dr. May 307

APPENDIX O.—*Miscellaneous, 1892-93.*

1. Maps, charts, etc., distributed gratuitously to Poor Schools, 1886-1893 324
2. Members of Joint Board and Board of Examiners for 1893-94 324
3. List of Principals and Assistants of High Schools, including Collegiate Institutes, December, 1893 326

GENERAL REPORT, 1893.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR

1893

WITH THE STATISTICS OF 1892.

To the Honorable George Airey Kirkpatrick, LL.D., Q.C.

Lieutenant-Governor of the Province of Ontario.

May it Please Your Honor:

I herewith present the Report of the Education Department for the year 1893, together with the statistics for the year 1892. The several comparative statements submitted will, I trust, be found worthy of perusal.

EDUCATION DEPARTMENT.

MINISTER OF EDUCATION:

HON. G. W. ROSS, LL.D.

DEPUTY MINISTER OF EDUCATION:

JOHN MILLAR, B.A.

Francis J. Taylor,	Chief Clerk and Accountant.
Henry R. Alley,	Minister's Secretary.
J. T. R. Stinson,	Senior Clerk.
H. M. Wilkinson,	"
A. C. Paull,	"
F. N. Nudel,	" and Registrar.
W. W. Jeffers,	Junior Clerk.
Esten Williams,	"
J. E. G. Quesnel,	"
R. J. Bryce,	"
S. A. May,	"
Thomas Greene,	"
William Lemon,	"
J. G. Hodgins, LL.D.,	Librarian and Historiographer.
Miss J. M. Crooks,	Assistant Librarian.
S. P. May, M.D., C.L.H.,	Superintendent, Mechanics' Institutes and Art Schools.
L. McCorkindale,	Caretaker.

I.—PUBLIC SCHOOLS.

I.—School Population—Attendance.

School Population

The school population of the Province, as ascertained through the assessors is as follows :—

Year.	School Age.	School Population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of Pupils registered.	Average attendance.	Percentage of average attendance to total number attending school.
1867	5—16	447726	.... ..	*380511	†21132	401643	163974	41
1872	5—16	495756	.....	*433664	†20998	454662	188701	42
1877	5—16	494804	1430	488553	877	490860	217184	44
1882	5—16	483817	1352	469751	409	471512	214176	45
1887	5—21	611212	1569	491242	401	493212	245152	50
1892	5—21	595238	2114	483165	391	485670	253830	52

The percentage of pupils enrolled in the schools of Ontario compared with the whole population, and with the enrolment in adjoining States of the Republic, is worthy of notice as the following table shows :—

Percentage of pupils enrolled in Public Schools out of the whole population :

Ontario	24.95.
Maine	21.13.
Connecticut	16.95.
Illinois	20.34.
Iowa	25.80.
Massachusetts	16.95.
Michigan	20.39.
New York	17.38.
Ohio	21.71.
Pennsylvania	19.41.

*5—16. †Other Ages.

Note.—The Minister's Report (for purpose of comparison with previous years in which R. C. Sep. Schools were included with public schools) includes R. C. Sep. Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

Although the average attendance in Ontario seems low and is really lower than it ought to be, it must be remembered that this average attendance is ascertained not by dividing the aggregate attendance by the number of days the schools were kept open, but by dividing by 216 the full number of teaching days in the school year. In the whole of the United States the average attendance was 64 per cent. of the aggregate, a larger percentage than in Ontario. The average number of days the schools of the United States were kept open was only 134 against 208 in Ontario. Sixty-four per cent. of this gives only 87.5 days attendance for each pupil at school in the United States, whereas 52 per cent. of 216 gives 112.3 days on an average for each pupil in Ontario. It is gratifying to observe that the average attendance has increased during the last ten years from 45 to 52 per cent. of the aggregate.

The average attendance of rural pupils was 47 per cent. of the registered attendance; in towns it was 62 per cent. and in cities 68 per cent. The County of Waterloo furnishes the highest average—58 per cent.—for the rural districts; the Town of Bowmanville furnishes the highest average—viz., 75 per cent.—for the towns; and the City of Hamilton the highest average—viz., 75 per cent.—for the cities. The other extremes are reached by Haliburton with 34 per cent., Districts 38, Frontenac 39, Bracebridge 40, Little Current 43, Kincardine and Rat Portage 45. The average for the Province as a whole is 52 per cent., the same as last year.

Truancy.

Notwithstanding the stringency of the Act passed in 1891 requiring children between 8 and 14 years of age to attend some school, it is quite evident that a large number of children are still neglecting the educational advantages placed at their disposal. The number of truants reported in 1891 was 1,161, and in 1892, 3,483. There appears to be an effort made, however, to improve this condition of things by the truant officers appointed under the Act, as the number of complaints in 1891 was only 15 and the number of convictions 7, while in 1892 the number of complaints was 144, and the number of convictions 49. That there is important work to be done in checking the evil effect which the twin vices of ignorance and idleness invariably produce, is abundantly evident from police reports, and the number of commitments to reformatories, industrial schools and county jails of children under 16 years of age. With proper vigilance on the part of trustees and truant officers, juvenile criminals might be greatly reduced in number.

Illiteracy in Ontario.

In the last Dominion census the rank which the Province of Ontario takes among the other Provinces of the Dominion with respect to the education of its people, is very clearly set forth. After nearly fifty years of an organized school system, on which large sums of money have been expended, we may fairly take the educational status of the Province as some evidence of its efficiency, although there has been a large addition to our population from abroad, which would, to a limited extent, affect the results. The only accurate test, which unfortunately cannot be applied, would be a test as to the native born Canadians. No doubt all the Provinces, however, have received a certain foreign element as well as Ontario, and for comparative purposes the test furnished

by the census might be accepted. I am omitting from this test Manitoba, British Columbia and the North-West Territories, as these were to a large extent settled from the older Provinces, and can hardly be said to obtain their educational status, as the result of the school systems which they have organized themselves. I may say, however, that the educational status of these Provinces is high, that of Manitoba, taking the census as a guide, being higher than that of Ontario. The following table therefore includes only the older Provinces of the Dominion, for whose educational status the school systems which they organized may be held responsible.

—	Percentage of adults able to write.	Percentage of persons from 10 to 20 years able to write.
Ontario	90.4	94.22
Prince Edward Island	80.0	91.62
Nova Scotia	80.5	87.46
New Brunswick	80.0	82.47
Quebec	3.9	77.78

High as the standing of Ontario is, we are still excelled by Scandinavia, 97 per cent. of whose population are able to write, by Germany with 96 per cent., and Switzerland with 95 per cent.

Other Comparisons.

Taken according to the proportion of children under 10 years able to read, the Provinces rank as follows: 1, Prince Edward Island; 2, Ontario; 3, Nova Scotia; 4, Manitoba; 5, New Brunswick; 6, North-West Territories; and 7, Quebec and British Columbia.

Ranked according to the number of children between 10 and 20 years who can read, the Provinces stand thus: 1, Ontario; 2, Manitoba; 3, Prince Edward Island; 4, Nova Scotia; 5, New Brunswick; 6, North-West Territories; 7, Quebec; 8, British Columbia.

Accorded priority by the number of children under 10 years who can write, the Provinces stand relatively: 1, Ontario; 2, Prince Edward Island; 3, Manitoba; 4, British Columbia; 5, Nova Scotia; 6, North-West Territories; 7, New Brunswick; 8, Quebec.

Given precedence according to the number of children between 10 and 20 years who can write, the Provinces occupy the following places: 1, Ontario; 2, Manitoba; 3, Prince Edward Island; 4, Nova Scotia; 5, North-West Territories; 6, New Brunswick; 7, Quebec; 8, British Columbia.

2.—Classification of Pupils

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867.....	79365	80710	83211	68896	71987	231734	241501	5450	272173	61787	47618	147412	
1872.....	160828	100245	89721	67440	29668	322688	327218	57582	327139	109639	110083	282156	
1877.....	152002	108678	135824	72871	19857	396006	402248	153036	375951	116865	168942	226977	
1882.....	164810	106229	117352	71740	10357	398404	419557	176432	280517	150989	158691	209184	33926
1887.....	192361	100533	108096	81984	10238	466389	469445	395097	316791	194754	203567	270856	71525
1892.....	187947	96074	99345	88934	15370	465516	470813	435239	334947	253956	220941	297331	171594

Increase of Advanced Pupils.

From the statistics given above it will be seen that the number of pupils in the 4th and 5th Forms has been steadily increasing during the last ten years. There is also a very gratifying increase in the number studying history, geography, and composition The provision in the regulations of 1885 whereby Canadian history was made compulsory for entrance to the High Schools, has led no doubt to a better knowledge of these great events which affect the destiny of the Dominion, and which cannot fail on account of their importance, to be stimulating to the patriotism of all pupils attending the schools of the Province.

Temperance and Hygiene.

It is also worthy of notice that the number of pupils receiving instruction in temperance and hygiene has increased from 33,926 in 1882, to 171,594 in 1892, or an increase of 405 per cent. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essential pre-requisite to their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pursues his studies as far as the 5th Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigor depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

To meet the necessities of this change in the course of study, a new text book was uthorized by the Education Department and generally received as suitable for its ntended purpose. To pupils not sufficiently advanced to use a text book, instruction is v n orally at least one hour per week.

Comparison with United States.

That the Education Department in taking this advanced step to promote the study of physiology and temperance is acting in harmony with the views of educationists elsewhere, is quite apparent from recent legislation in the United States. Already physiology and temperance is a compulsory part of every Public School course in 37 States of the Union, and is enforced by penalties in 22. In 16 States it is required by *all* the pupils of *all* schools; in 18 States it must be taught to *all* the pupils by text books in the hands of *all* pupils; in 29 States no teacher can receive a license to teach who is unable to pass a satisfactory examination in this subject.

Kindergartens.

The system of kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the school system of the Province by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. This report showed that in the short space of ten years, 66 kindergartens were established with 160 teachers, attended by 6,375 children under 6 years of age. In 1893 the number of kindergartens had increased to 85, with 200 teachers, attended by 8,056 pupils under 6 years of age. The provision made for the training of kindergarten teachers in connection with the Provincial Normal Schools secures that professional skill and culture which are of the utmost importance in this department of school work. Students in attendance at the Normal Schools receive instruction also in kindergarten methods, the effect of which on their future success as teachers can hardly be over-estimated.

Night Schools.

The object of establishing Night Schools was to furnish facilities to the young men and women, whose daily avocations or necessities fully occupy their time, of supplementing the perhaps too meagre education which they obtained at a Public School. In England and on the continent generally, night schools or Continuation schools, as they are usually called, are a special feature of the school system. The courses of study there, as here, are somewhat elementary, although in England considerable attention is paid to technical subjects and such training in science and drawing as particularly suit the artisan classes.

The whole number of Night Schools aided in 1891 was 36, the teaching staff numbered 76, and the attendance 2,930. In 1892 the number of Night Schools was 32, the number of teachers 63, and the number in attendance 2,293. This number does not include the attendance upon the classes established by Mechanics' Institutes and Art Schools.

3.—Teachers' Certificates.

Teachers' Certificates—Summary from 1867 to 1892.

Year.	Public School Teachers.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Certificates, including old County Boards, etc.	No. of teachers who attended Normal Schools.
1867	4890	2849	2041	1899	2454	386	151	666
1872	5476	2626	2850	1337	1477	2084	578	828
1877	6468	3020	3448	250	1304	3926	988	1084
1882	6857	3062	3795	246	2169	3471	971	1873
1887	7594	2718	4876	252	2553	3865	924	2434
1892	8480	2770	5710	261	3047	4299	873	3038

Sex of Teachers.

While the whole number of teachers employed in the Public Schools in the last twenty-five years has increased from 4,890 to 8,480, the number of male teachers stands almost at the same figure as in 1867, viz.: 2,849 as compared with 2,770 in 1892 Practically the increased teaching force of the Province is made up of additions to the profession from the female sex.

The tendency of women to enter employments hitherto almost exclusively occupied by the other sex is seen in almost every vocation in life, and is more marked in some of the other Provinces of the Dominion and in the adjoining States of the Union, than in the Province of Ontario, as the following table shows :

Percentage of Male Teachers Employed.

Ontario	33.5
Quebec	14.3
Nova Scotia	24.8
New Brunswick	21.8
Prince Edward Island	50.3
Manitoba	43.2
British Columbia	50.2
Maine	17.7
Connecticut	12.6
Illinois	30.6
Iowa	21 6
Massachusetts	9.0
Michigan	21.6
New York	17.3
Ohio	42.9
Pennsylvania	34.4
United States	34.5

Speaking of this tendency in the United States, Dr. W. T. Harris, Commissioner of Education, says that it is due mainly to three causes:—

1. The marked desire of women in modern times to earn a livelihood for themselves by entering various callings and professions formerly occupied almost exclusively by men.

2. The prevailing opinion among educationists that women are better adapted to the training of young children than men.

3. The superior inducements offered to young men of education in other walks of life.

Rank of Teachers.

The number of first-class teachers has but slightly increased in the last ten years; it must not be assumed, however, that this slight increase in the number of first-class teachers is a correct estimate of the number who are reaching the highest professional standing obtainable. The better salaries afforded in our High Schools constantly attract first-class teachers from Public School work. In 1892 the number so engaged was 130. It is to be regretted that boards of Public School trustees allow this absorption by the High Schools of the best teaching force of the Province. Every department of Public School work is of sufficient importance to warrant the employment of the best talent in the profession. But although the increase in the number of first-class teachers employed is somewhat slow, there is a very gratifying increase in the number holding second-class certificates—the number in 1882 being 2,169, and in 1892, 3,047. The increase in the holders of third-class certificates shows that there are still many schools where a teacher of this rank is considered either as possessing the necessary attainments, or that the resources of the section will not admit of the salary which would command a teacher with a higher certificate. A most gratifying feature of the statistics, however, is the large number of teachers employed with a Normal School training. From the paltry number of 666, twenty-five years ago, there has been a steady increase until, in 1892, the number with a Normal School training was 3,038. The majority of those had previously taken a course in a County Model School, and are therefore entitled to rank as trained teachers.

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, Province.	Average salary, female teacher, Province.	Average salary, male teacher, Counties.	Average salary, female teacher, Counties.	Average salary, male teacher, Cities.	Average salary, female teacher, Cities.	Average salary, male teacher, Towns.	Average salary, female teacher, Towns.
	$	$	$	$	$	$	$	$	$
1867	1350	346	226	261	189	532	243	464	240
1872	1000	360	228	305	213	628	245	507	216
1877	1100	398	264	379	251	735	307	583	269
1882	1100	415	269	385	248	742	331	576	273
1887	1450	425	292	398	271	832	382	619	289
1892	1500	421	297	383	269	894	402	648	298

Of rural schools Waterloo pays the highest average salary, $446 to male teachers; Peel leads for female teachers with $325; Haliburton the lowest, $282 for male, and also the lowest, $206 for female teachers.

Teachers salaries, though not increasing rapidly, have nevertheless advanced perceptibly in the last twenty-five years. They are still considered too low by many successful teachers to warrant their remaining permanently in a profession where the chances for perferment are so limited. Compared with the other Provinces, we have the following results :—

In Ontario, the average salary of a	Male teacher in 1892, was	$421.
do	Female	297.
In Nova Scotia	Male	307.
do	Female	193.
In New Brunswick	Male	355.
do	Female	253.
In Prince Edward Island	Male	312.
do do	Female	230.
In Manitoba, the average salary of	both sexes	490.
In British Columbia,	do	610.

The average for Quebec is not given in the reports at hand. It is difficult to make absolutely conclusive comparisons with the adjoining States of the Union, as the mode of paying salaries there differs from the practice in Ontario. As a rule American teachers are employed for the teaching year at so much a month. In some States schools are kept open 10 months, while in others they are kept open only six months. In the State of New York, however, where salaries are paid by the year, the average salary for the whole State for both sexes was $452. The following schedule taken from the reports of the different State superintendents gives the salary on this basis for the States therein mentioned :—

Name of State.	Average salary per month.		Average length of school year.
	Male.	Female.	
	$	$	
Maine	34 90	17 56	5¼ Months.
Connecticut	76 24	39 34	10 Months.
Illinois	53 30	43 48	7.4 Months.
Iowa	37 52	30 37	7.7 Months.
Massachusetts	118 07	48 17	8.3 Months.
Michigan	47 22	33 26	7.7 Months.
Ohio	33 00	29 00	7½ Months.
Pennsylvania	40 00	31 00	7.4 Months.

Proportion of Teachers to Population and Number of Pupils.

A glance at the table which follows will show that the teaching force of the Province of Ontario is relatively weaker than that of any other Province (excepting British Columbia) of the Dominion, or of any of the adjoining States. That we are able to get satisfactory results is conclusive proof of the great energy of the profession and the satisfactory nature of the professional training which they have received :—

Name of State.	No. of teachers.	Proportion of teachers to population.	No. of pupils allotted to each teacher.	No. of male teachers.	No. of female teachers.
Ontario	8480	1 in 250	57	2770	5710
Quebec	8809	1 " 169	30	1430	7379
Nova Scotia	2268	1 " 199	45	558	1710
New Brunswick	1669	1 " 192	41	361	1308
Prince Edward Island	538	1 " 203	41	271	267
Manitoba	902	1 " 171	26	390	512
British Columbia	228	1 " 407	47	118	110
Maine	7598	1 " 87	18	1351	6247
Connecticut	3217	1 " 234	39	408	2809
Illinois	21296	1 " 179	36	6553	14743
Iowa	25793	1 " 73	19	5432	20361
Massachusetts	10123	1 " 221	36	901	9222
Michigan	16109	1 " 129	26	3488	12621
New York	31987	1 " 187	32	5549	26438
Ohio	24876	1 " 147	32	10689	14187
Pennsylvania	23919	1 " 219	42	8193	15726

4.—Schools and School Houses, Maps, etc.

Year.	Schools established.	Schools open.	School Houses.	Brick.	Stone.	Frame.	Log.	Schools using Maps.	Total No. of Maps.	Legal teaching days open.
1867.....	4496	4422	4447	679	381	1785	1581	3475	25930	204
1872	4777	4661	4717	990	452	1999	1276	4091	30747	204
1877	5219	5140	5148	1445	526	2446	731	4666	37493	204
1882	5255	5203	5227	1774	502	2306	645	4738	39372	206
1887.....	5532	5506	5549	2047	525	2386	591	5299	40711	208
1892.....	5903	5889	5937	2244	539	2548	606	5661	52116	208

School Houses.

With the growing wealth of the Province and in harmony with the increased comfort in the dwellings of our people, there has been a steady improvement in the character of the school houses erected in recent years, and in the general fitness of their equipment. Nearly 50 per cent of all the school houses are either brick or stone. The log school house, where the pioneers of Ontario educated their sons and daughters, has almost entirely disappeared. The architectural character of the modern school house has also been greatly improved, and although there is still much to be desired, yet in external appearance and internal convenience the progress of the last twenty-five years is very encouraging. In some cases, many of them I fear quite inexcusable, the school grounds are still inadequate, and notwithstanding the enthusiasm of teachers in tree planting, many schools have not yet complied with the regulations respecting Arbor Day. In some cases too, the sanitary arrangements of our schools are inferior, and the local boards of health might with propriety insist upon changes that would add to the health and comfort of the pupils.

5.—Receipts and Expenditure.

Year.	Receipts.				Expenditure.					
	Legislative Grants.	Municipal School Grants and Assessments.	Clergy Reserve Fund, Balances and other sources.	Total Receipts.	Teachers' Salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Rent, repairs, fuel and other expenses.	Total Expenditure.	Cost per pupil.
	$	$	$	$	$	$	$	$	$	$ c.
1867.....	187153	1151583	331599	1670335	1093517	31354	149195	199123	1473189	3 67
1872.....	225318	1763492	541460	2530270	1371594	47799	456043	331928	2207364	4 85
1877.....	251962	2422432	730687	3405081	2038099	47539	477393	510458	3073489	6 26
1882.....	265738	2447214	757038	3469990	2144449	15583	341918	525025	3026975	6 42
1887.....	268722	3084352	978283	4331357	2458540	27509	544520	711535	3742104	7 59
1892.....	283791	3300512	1227596	4811899	2752629	40003	427321	833965	4053918	8 40

Expenditure for School Purposes.

In 1892 the Province of Ontario expended over four millions upon her Public Schools, or an expenditure of $8.40 per pupil, or an expenditure per head of her population of $1.92.

The expenditure in the other Provinces per pupil was as follows:

Quebec, $5.35; Nova Scotia, $7.21; New Brunswick, $5.96; Prince Edward Island, $6.81; Manitoba, $27.38; British Columbia, $14.91.

The expenditure for the whole of the United States, according to the last report of the Commissioner of Education, was $17.22 per pupil or an average of $2.29 of the population. For the adjoining States the expense per pupil was as follows:

Maine, $12.23; Connecticut, $14.72; Illinois, $14.82; Iowa, $13.86; Massachusetts, $22.69; Michigan, $14.70; New York, $16.80; Ohio, $15.98; Pennsylvania, $13.94.

The expenditure for teachers' salaries in the United States has increased 63.9 per cent. in the past ten years, and the expenditure for buildings and appliances over the whole Union has increased about 90 per cent. in the same time.

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure—Teachers.				Number of Pupils attending—Number of Studies.							
	Schools open.	Total Receipts.	Total Expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and Hygiene.
		$	$									
1867....	161	48628	42719	210	18924	16115	10749	10559	8666	5688		
1872....	171	68810	61817	254	21406	20924	13699	12189	8011	7908		
1877....	185	120266	114806	334	24952	24952	17932	17961	13154	11174		
1882....	190	166739	154340	390	26148	26148	21052	21524	13900	11695	7548	2033
1887....	229	229848	211223	491	30373	30373	27824	28501	19608	18678	21818	8578
1892....	312	326034	289838	662	37466	37466	35565	35936	26299	22755	32682	11056

The most noticeable feature in connection with Separate Schools is the large amount expended in 1892 compared with the expenditure of 1867. In 1867, the average expenditure per school was $265, and the expenditure (salary) per teacher, $166. In 1892, the expenditure per school had increased to $929, and per teacher to $226. There has also been a very gratifying reduction in the number of pupils to each teacher. In 1867, 210 teachers were in charge of 18,924 pupils or 91 pupils per teacher. In 1892, 662 teachers had charge of 37,466 pupils or one teacher for 56 pupils.

The number of pupils studying advanced subjects in 1867 and 1892 was as follows :

Subject.	1867.	1892.
Geography	8,666	26,299
Grammar	5,688	22,755
Arithmetic	10,559	35,936
Writing	10,749	35,565
English History	1,418	6,713
Canadian History	2,571	11,483

Drawing was first taken up by Separate Schools in 1880, now 88 per cent. of the pupils are engaged in the study of this subject. In 1892, 11,056 pupils in the Separate Schools were receiving instruction in Temperance and Hygiene.

1. *Separate School Entrance Examination.*

There is a very gratifying increase in the number of pupils preparing for entrance to High Schools. In 1889, the whole number who passed this examination was 261. In 1892 the number who passed was 299.

Of the teachers engaged in Separate School work, 2 are holders of First Class Certificates, 93 of Second Class Certificates, 193 of Third Class Certificates, 15 of Old County Board Certificates, and 18 of temporary certificates.

In 1889, 190 Separate School teachers held certificates granted by the Department. In 1892, the holders of Departmental Certificates numbered 288.

2. *Protestant Separate Schools.*

There has been no increase in the Protestant Separate Schools during the last year. The complete list is as follows :

Anderdon, No. 6 Bromley, No. 9 Cambridge, No. 3 Clarence, No. 1 Marlboro', No. 1 Osgoode, No. 2 Osgoode, Puslinch, Rama, L'Orignal, Penetanguishene.

They were attended by 605 pupils. The whole amount expended for their maintenance was $5,711. One teacher held a Second Class Certificate, seven a third, and four were holders of a temporary certificate.

III.—HIGH SCHOOLS.

(Including Collegiate Institutes.)

1.—Receipts, Expenditure, Attendance, Etc.

The following statistics respecting High Schools will be found suggestive :—

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of Fees.	Legislative Grant.	Total Receipts.	Paid for Teachers' Salaries.	Paid for Sites and building School Houses, Rents, and Repairs.	Total Expenditure.			
			$	$	$	$	$	$			
1867.....	103	159	15605	54562	134579	94820	19190	124181	5696	55	21 80
1872.....	104	239	20270	79543	223269	141812	31360	210005	7968	56	26 36
1877.....	104	280	20753	78762	357521	211607	51417	343710	9229	56	37 24
1882.....	104	332	29270	84304	373150	253864	19361	343720	12348	53	27 56
1887	112	398	56198	91977	529323	327452	73061	495612	17459	59	28 38
1892.....	128	522	97273	100000	793812	472029	91108	696114	22837	60	30 48

Number of High Schools.

For fifteen years the number of High Schools in the Province was all but stationary. Starting with 103 in 1867, the number still stood at 104 in 1882. Since that time there has been a steady increase, until in 1892 the number was 128. In fact during the last ten years the increased interest taken in the High Schools of the Province has been one of the distinguishing features of the educational history of the country. During the last decade Collegiate Institutes increased from 16 in 1882 to 33 in 1892.

The increased attendance of pupils is equally satisfactory. For 15 years, beginning with 1867, the number of pupils increased from 5,696 to 12,348, or an increase of 6,652. From 1882 to 1892, a period of 10 years, the increase was 10,489. The whole number in attendance in 1892 was four times the attendance in 1867, or to put it in another form, in 1867, about 1 per cent. of the school population of the Province between the ages of 5 and 21 years attended a High School. In 1892, about 4 per cent. of the school population was enrolled in a High School. The number of pupils enrolled in our High Schools alone represented a trifle over 1 per cent. of the entire population of the Province ; in the United States the enrolment of the same class of pupils was only .58 per cent ; the enrolment in the schools of Prussia was slightly in excess of Ontario, viz., 1.2 per cent. In the matter of expenditure for teachers' salaries and for the improvement of school sites and buildings the liberality of the ratepayers has been extraordinary.

From an average of $600 paid per teacher in 1867, salaries have increased until in 1892 they amounted to $904 per teacher. During the last 10 years alone, 45 High Schools of unsurpassed architectural beauty and convenience, and equipped with all modern appliances have been erected, 25 have had additions made to them and many old buildings substantially repaired. The tendency to cast a certain portion of the burdens of their education on the pupils and proportionately to relieve the ratepayers, appears to be growing from year to year. In 1882, the amount collected from fees amounted to 11 per cent. of the teachers' salaries. In 1892, the pupils' fees amounted to 21 per cent. of the teachers' salaries. The amount of fees collected now is almost equivalent to the appropriation made by the legislature for High School purposes. In 1867, the fees represented only 28 per cent. of the Government appropriation.

2.—Classification, Etc.

Year.	English.					Mathematics.				Science.		
	English Grammar.	Composition and Rhetoric.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.
1867	5467	4091	.....	4634	5264	5526	2841	1847	141	1876	840	
1872	7884	7278	.....	7513	7715	7834	6033	2592	174	1921	1151	
1877	8819	8772	.. ..	9106	9158	9227	8678	8113	359	2168	2547	
1882	12275	12189	.....	12220	12106	12261	11742	11148	397	2880	2522	
1887	17086	17171	16649	17010	16962	16939	16904	14839	1017	5265	3411	4640
1892	22530	22525	22468	22328	22118	21869	22229	17791	1154	6601	3710	6189

2.—Classification, Etc.—*Continued.*

Year.	Languages.				Drawing.	Vocal Music.	Book-keeping and Commercial Transactions.	Commercial Certificates.	Left for Mercantile Life.	Left for Agriculture.	Who joined any learned Profession.	Matriculated.	Number of Schools charging fees.
	Latin.	Greek.	French.	German.									
1867	5171	802	2164	.....	676	.....	1283	....	. ....	.....	.....	56	57
1872	3860	900	2828	341	2176	.....	3127	.....	486	300	213	78	28
1877	4955	871	3091	442	2755	.....	3621	....	555	328	564	145	35
1882	4591	815	5363	962	3441	.....	5642	.....	881	646	751	272	37
1887	5409	997	6180	1350	14295	1955	14064	.....	1141	882	791	305	58
1892	9006	1070	10398	2796	16980	948	16700	2640	1111	1006	398	471	77

Classification.

From a study of the classification of the High Schools and Collegiate Institutes, two or three very striking changes in the tendency of higher education may be worthy of notice. For instance, in 1867, only 1,283 pupils or 20 per cent. of the whole number studied commercial subjects such as Book-keeping; in 1892, this subject was taken by 16,700 pupils or 73 per cent of the whole attendance. In 1867, 5,171 pupils or 90 per cent. of the whole attendance studied Latin; in 1892, the number of pupils in Latin was 9,006 or only 40 per cent. of the number in attendance. In 1867, 15 per cent. studied Greek; in 1892, only 5 per cent. were engaged in studying this subject. In 1867, 38 per cent. of pupils studied French and none studied German; in 1892 these numbers had increased to 45 per cent. and 12 per cent. respectively. There has also been a large increase in the number studying Drawing; the total in 1867 being 676 and in 1892, 16,980. Phonography is taught in 17 schools to 857 pupils. Music is taught in 9 schools.

Matriculation.

Perhaps the best test of High School work is that of Matriculation into the Universities of the Province. The number of pupils who passed this test successfully in 1867 was 56 and in 1892, 471.

Diffusion of High School Education.

When the High School system of the Province was first inaugurated, its primary object was to prepare pupils for the learned professions and especially for the University. While in that respect our High Schools amply fulfil their original purpose, in later years the course of education which they provide has been considered a desirable qualification for various other pursuits in life. Many young men in preparing for mercantile life or for agriculture take advantage of the High School, perhaps not so much because of the direct training which it gives for their intended calling as for the superior culture which it provides. In 1872, 486 High School pupils, when they finished their High School education, entered mercantile life. In 1892, the number had increased to 1,111 Similarly, 300 High School pupils left the High School for agricultural pursuits, and in 1892, 1,006 pupils pursued a similar course. In all, the High Schools gave to mercantile life and to agriculture in 1892, 2,117 pupils of well recognized educational standing, and to the Universities and the learned professions the same year, 869. The whole number who left the High School for mercantile life since 1872 was 16,601 and for agriculture, 12,504.

Other Advantages.

In addition to the advantages which the Province must derive from the better education of the commercial and agricultural classes, the High Schools and Collegiate Institutes train annually about 1,200 teachers for Public School work. This gives an importance to their existence perhaps even greater than is attached to any other of their many useful functions. To over estimate the value to the Province in the culture and refinement which is thus introduced into our Public Schools is impossible. The young man or woman who spends two or three years under an accomplished staff, possessed of

superior scholarship, such as may be found in any of our High Schools, cannot fail to reproduce in his own pupils more or less of the qualities which he imbibed while obtaining his own education. If we followed the practice in Ontario which prevails in the United-States, or in England and in Germany, of giving an academic as well as a professional education to our teachers, in schools supported directly by the State, it would require at least ten additional Normal Schools at an average cost of $25,000 each to give that training to the teachers of the Province which they now get in the High Schools of Ontario at a cost to the State of $100,000, and even if this were done, the High Schools would still have to be maintained for the training of those who might not desire to enter the teaching profession.

4. DEPARTMENTAL EXAMINATIONS

The Education Department conducts four classes of Departmental Examinations, viz. : an Entrance Examination to High Schools, an Examination for testing the Literary Attainments of Teachers, an Examination for testing their Professional Attainments, and Art School Examinations.

Entrance Examination.

In 1877, in order to secure a uniform standard for admission to High Schools and Collegiate Institutes, the Education Department took control of the entrance examinations and by Statute provided for the necessary Local Boards of Examiners. Since that year, examination papers have been prepared and printed under the direction of the Department—the results of the examination being subject to Departmental revision. From the number of candidates who pass this examination from year to year, a pretty fair opinion can be formed of the progress and efficiency of the Public Schools, as the same standard for entrance has been maintained with reasonable constancy from the beginning.

When this examination was first established the reports of the Local Boards of Examiners were subject to confirmation by the Department. Experience has shown, however, that the power of admitting candidates, provisionally, to a High School, has been exercised with so much prudence as to render unnecessary the subsequent confirmation of their decision, and it is proposed to amend the Regulations respecting the Entrance Examination in that direction. The right of appeal, however, against the decision of the examiners will be maintained, as well as the right on complaint to investigate their work in any particular. Examiners will also be allowed to admit not only those candidates who obtain the marks prescribed by the regulations, but such other candidates as they may deem capable, on account of age or general attainments, of entering upon a High School course. That is to say, where they have merely been given the power to recommend, subject to the approval of the Department, they are to be allowed to admit absolutely, subject to any complaint that may be made with regard to any undue exercise of their power. There seems to be no good reason why the duties which they are appointed to discharge should not be as efficiently performed without special Departmental supervision as any of the other duties imposed by Statute upon Inspectors and Principals of High Schools.

The following table shows the number of pupils admitted to the High Schools and Collegiate Institutes of Ontario since 1877 :

ENTRANCE EXAMINATIONS, 1877–1893.

——	Candidates Examined.	Candidates Passed.
1877	7383	3836
1882	9607	4371
1887	16248	9364
1892	16409	8427
1893	16500	8823

Leaving Examination.

By the Regulations of 1891, provision was made for holding a Leaving Examination in all Public Schools on the course of study prescribed for the Fifth Form, and a special appropriation was made by the legislature for the benefit of schools taking this examination. The conditions upon which the examination could be taken were found by experience to be somewhat stringent and restrictive. These restrictions, however, were removed by the Regulations of 1893, and now any Public School may enter for this examination. As an incentive to the establishment of a Fifth Form, pupils who pass the Leaving Examination will be entitled to admission to the Second Form of a High School. Pupils who prefer to take the ordinary Entrance Examination will still be permitted to do so, while those who take the Leaving Examination will continue their studies in the Public School knowing that their course in the High School will be shortened one year should they desire to enter upon that course subsequently. It is expected that in rural schools particularly, the majority of candidates for entrance to a High School will take the Leaving Examination rather than the Entrance at the end of the Fourth Form.

With regard to these two examinations the Department is responsible only for the preparation of the papers and their transmission to the points where the examination is held. The work of the candidates is examined by examiners appointed under the Public Schools Act.

Non-Professional and University Examinations.

These examinations determine the standing of six classes of candidates :

(*a*) The Primary Examination which is the literary basis for a Third Class Certificate.
(*b*) Junior Leaving which is the literary basis of a Second Class Certificate.
(*c*) Senior Leaving which is the literary basis of a First Class Certificate.
(*d*) Pass Matriculation into the University.
(*e*) Honor Matriculation into the University.
(*f*) University Scholarship Examinations.

The papers for these examinations are prepared by examiners selected by a Joint Board composed of four representatives appointed by the Education Department and four by the Senate of the University. This Joint Board also appoints associate examiners for reading the papers. The expense of the examination is borne by the Education Department, but so far, the fees of the candidates amounting to $5 each, have been found sufficient to meet the cost of the examination. No examiner or associate examiner can be appointed who is not a graduate of a University in the British Dominions. The answer papers are read during the summer holidays and the results are reported to the Joint Board. The Education Department accepts the report of the Joint Board as final and conclusive. When any appeal is made against the finding of the examiners, such appeal is reported to a special committee appointed for the purpose. The findings of this committee are reported to the Joint Board for approval and are also accepted by the Department as final and conclusive. In the case of candidates writing for Junior Matriculation, the decision of the examiners with regard to their answer papers is transmitted to the Registrar of the University for the consideration of the Senate of the University.

Advantages.

The advantages of this joint arrangement between the Department and the University are manifold:

(1) It is an economical arrangement, as it saves the printing of two different sets of examination papers, the multiplication of presiding examiners and various other sundry charges.

(2) It secures uniformity of standard in the classification of the High Schools, as candidates prepare for both the Departmental and Matriculation examinations in the same class.

(3) It economizes the teaching force of the High Schools by reducing the number of classes to be taught, and also the number of subjects which formerly were taken as the basis for these two examinations.

(4) As all the Universities of the Province accept this examination in lieu of their own examination for matriculation, the work of the High Schools is thereby greatly simplified. Instead of preparing a few pupils for one or more University examinations on a different curriculum, the High Schools now prepare pupils for every University, on the same curriculum.

Local Examinations.

The change made by the University in permitting candidates for matriculation to write at any High School in the Province instead of in Toronto, as formerly, has no doubt, greatly increased the number of matriculants, and consequently the number of young men and women who subsequently enter the University with a view to graduation. In 1867, the number of matriculants was only 56; this number had increased to 272 in 1882, and to 471 in 1892. A similar change with regard to Scholarship Examinations has also been stimulating to outlying High Schools.

Efficiency of High Schools.

When referring to the increased number of pupils who, during the last ten years were able to pass the Entrance Examination to the High Schools, I pointed out that that increase was owing to the efficiency of the Public Schools. A similar observation may be made with regard to the increased number of matriculants.

Besides providing a literary training for those who purpose entering the teaching profession or any of the other learned professions, the annual Departmental examination is, to a certain extent, a test of the efficiency of a High School. In some cases, however, too much importance is attached to the success or failure of candidates at this examination. Every experienced teacher knows that for causes for which he is not responsible classes vary in intellectual vigor and capacity, and sometimes a school sends up a number of successful candidates one year that may not the following year secure as good a record, although the staff may have labored with equal diligence and energy. The following table shows the number of successful candidates at

Departmental and Matriculation Examinations from 1883 to 1893.

Year of Examination.	No. of Candidates examined.	No. who received Primary Certificates.	No. who received Junior Leaving Certificates.	No. who received Senior Leaving Certificates.	No. of Candidates for Matriculation.	No. who passed in special subjects to complete Matriculation.	Appeals.	Sustained.
1883*	3900	1205	377	.....	.....	.....	.....	.....
1888	5157	947	557	.....	.....	.....	530	206
1893	6353	2028	909	145	591	93	677	74

* In 1883, 1264 received Intermediate Certificates.

Professional Examinations.

The Professional examination of teachers is conducted by the Department on principles somewhat similar to those already described with respect to literary examinations. The Board of Examiners in every case consists of specialists whose literary attainments and professional experience are beyond question.

The qualifications of a teacher for a professional certificate are two-fold: (1) A knowledge of the methods and principles underlying the particular work in which the teacher is subsequently to be engaged. (2) A practical test of his ability to apply these principles correctly. Both of these tests, *mutatis mutandis*, apply to teachers of every grade at the Professional Examination.

The Professional examinations of teachers are of the following classes:

(*a*)—Examination of Kindergarten Assistants and Directors.

(*b*)—Examinations at County Model Schools of Third Class Teachers.

(*c*)—Examinations at Provincial Normal Schools of Second Class Teachers.

(*d*)—Examinations at the School of Pedagogy of First Class Teachers and Assistants in High Schools.

(*a*) *Kindergarten Teachers.*

There is an annual examination for candidates for Kindergarten Certificates. Those who desire to qualify for an Assistant's Certificate may receive their instruction under a qualified Kindergarten teacher at any school in the Province, and may write at such centres as may be fixed by the Department for their convenience. On obtaining an Assistant's Certificate they may then proceed with the course of study required for a Director's Certificate. This course can only be taken at either of the Provincial Kindergartens established in connection with the Normal Schools at Ottawa and Toronto. Lectures in Kindergarten methods are there given by the Provincial Directress, and an attendance of one year under ordinary circumstances is required for practical training in Kindergarten work.

(*b*) *Third Class Teachers.*

Teachers in training at County Model Schools are required to attend four months. During this time they receive instruction in school organization, management, and in the methods of teaching the various subjects on the Public School course. They are also required to teach a certain number of lessons in the presence of the Principal, who reports upon their efficiency to the Board of Examiners. At their final examination, they are subjected to a test in practical teaching and to a written examination on papers prepared by the Education Department.

(*c*) *Second Class Teachers.*

The course of instruction at the Provincial Normal Schools extends over five months. No teacher is admitted to this course who has not passed a County Model School and who has not taught at least one year. The course consists of instruction in the theory and practice of Education, Psychology, Music, Drawing, Drill and Calisthenics, Physiology and Temperance. Ample practice and criticism are obtained in the Model Schools attached to the Normal Schools. At the close of the term, the staff reports to examiners appointed by the Education Department on the standing of each teacher, and at the final examination, conducted by the Department, the teachers are subjected to a practical examination as well as to a written examination on the whole course of study. Candidates who pass this examination are awarded a Second Class Certificate, valid during good behavior.

(*d*) *First Class Teachers.*

The course of study at the School of Pedagogy and the examinations also follow the general principles already mentioned in the case of other professional examinations—the methods of the instruction being varied to suit the intended professional career of the teachers in training, the majority of whom are graduates of some Provincial University. Great attention is paid to Psychology in its relation to the teacher's work, and a careful exposition is given of the best method of teaching English, Mathematics, Classics, Modern Languages and Science. The course extends over one year. A special class in commercial subjects was established in 1893, in which instruction is given in Phonography and Bookkeeping in its higher departments. Candidates who pass this examination are awarded a Public School Teacher's Certificate and an Interim Certificate

which qualifies them to teach in a High School for two years. If at the end of this time they are reported upon favorably by the Inspector, they are authorized to teach in a High School during good behavior.

The following table shows the work of the different Training Schools of the Province since 1877 :

Schools.

Table shewing the number of Teachers in Training at County Model Schools, Provincial Kindergartens, Provincial Normal Schools and School of Pedagogy, etc.

Year.	County Model Schools.			Normal Schools.						Number of Students in School of Pedagogy.
	No. of Schools.	No. of Teachers in training.	No. that passed final examination.	Number of Normal School Teachers.	Number of Normal School Students.	Number of Model School and Kindergarten Teachers.	Number of Model School and Kindergarten Pupils.	Receipts from Fees of Model School and Kindergarten Pupils.	Expenditure, Normal and Model Schools.	
								$ c.	$ c.	
1877	50	1146	1124	13	257	8	643	7909 22	25780 50	.....
1882	46	882	837	16	260	15	799	13783 50	44808 43	.....
1887	55	1491	1376	13	441	18	763	13427 00	40188 66	.....
1892	59	1283	1225	12	428	22	842	15601 00	45724 12	96

Examination Papers Issued, 1893.

The number of Examination papers issued by the Department in 1893 was :—

High School Entrance	313000
High School Primary	105000
High School Junior Leaving and Pass Matriculation	75000
Pass Matriculation (Scholarship)	22500
High School Senior Leaving and Honor Matriculation	47500
Honor Matriculation (Scholarship)	28500
Public School Leaving	76000
Art Schools	16500
Kindergarten	6400
Third Class (County Model Schools)	16000
Second Class (Provincial Normal Schools)	11200
First Class and High School Assistant Master Ontario School of Pedagogy)	19200
Commercial Specialist	8800
Total	745600

V.—TEACHERS' INSTITUTES.

This table presents the work of Teachers' Institutes for fifteen years :—

Year.	Receipts.							Expenditure.	
	No. of Teachers' Institutes.	No. of Members.	Total No. of Teachers in Province.	Amount received from Government Grants.	Amount received from Municipal Grants.	Amount received from Members' Fees.	Total amount received.	Amount paid for Libraries.	Total amount paid.
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877..... ..	42	1881	6468	1412 50	100 00	299 75	2769 45	....	1127 63
1882..... ..	62	4395	6857	2900 00	300 00	1088 84	9394 28	453 02	5355 33
1887..... ..	66	6718	7594	1800 00	1879 45	730 66	10405 95	1234 08	4975 50
1892.....	69	8142	8480	1950 00	2105 00	875 76	12043 54	1472 41	6127 46

Organization.

The duty of organizing institutes for continuing the professional training of teachers after they had entered upon active service was first recognized by the legislature in 1877, and a special grant given for the purpose of providing the necessary instruction. Teachers are required by the Regulations to meet at least once a year for the purpose of self-improvement. The programme for this meeting is prepared by a committee of teachers aided by the inspector. One or two lectures are usually delivered by the Departmental Director of Institutes. The object of these meetings is to keep teachers abreast with the professional spirit of the times, to cultivate a professional *esprit de corps*, and generally to foster a feeling of professional dignity and enthusiasm. The large attendance at these institutes shows the anxiety of teachers to improve their professional status. The institutes are maintained by a grant of $25 each from the Government, supplemented by a similar grant from the municipalities and by membership fees. The total amount received from these sources, in 1892, was $12,043.00. The money thus received is expended upon lectures and the maintenance of a teachers' library. The whole expenditure for 1892 was $6,127.00, of which the sum of $1,950.00 only was Government grant.

In order to assist in maintaining the efficiency of Teachers' Institutes, the Department pays the salary and travelling expenses of one director; the Inspector of the Model Schools during the first half of the year also lectures to these institutes. The whole cost to the Department for institute work, including travelling expenses, in 1893, was $2190.

Importance of Institutes.

That this is important work and of great value to the country is beyond question. Every experienced inspector knows how apt even the best teacher is to adopt fixed methods of instruction and discipline, and to carry these out from year to year without

considering the value of other methods more flexible and more advanced. Sometimes without an educational journal to stir him up or without a visit from trustees or ratepayers, the teacher pursues his daily avocation, it may be with reasonable efficiency, but without realizing what great advances are made in his calling by those who come in contact with the professional activities of the age. The annual visits of his inspector are more for purposes of examination than instruction. In the monotony of a remote school section there is but little to arouse him ; his isolation is in itself depressing. If his professional activity is to be maintained, his ambition must be aroused and his enthusiasm quickened, and in no way can this be done more effectually than at a meeting of his fellow teachers where there is a union of sympathy and earnestness of purpose.

Experience of United States.

The value of Teachers' Institutes is well sustained by the experience of those connected with them in this Province, as well as by the experience of educators elsewhere. The State Superintendent of Maine says in his last report :

"Teachers' Institutes very directly and potently affect the work of the schools."

The State Superintendent of Connecticut says :

"Some of the most eminent educators in the land are employed in these institutes and the effect of their teaching has been greatly felt in the schools."

The State Superintendent of Illinois says :

"The institute furnishes an excellent means of teaching the isolated teacher who needs the inspiriting influence which comes from contact with other minds."

The State Superintendent of Michigan says :

"It would be impossible to over estimate the value of these associations."

The State Superintendent of Pennsylvania says :

"These gatherings are times of great educational revival."

The Hon. A. S. Draper, late Chief Superintendent of Education for the State of New York says :

"These institutions have been of great service to schools and teachers."

For the purpose of maintaining the Teachers' Institutes the State of Illinois, last year, paid $28,705 ; Iowa, $44,939 ; Michigan, $11,743 ; New York, $25,353 ; Ohio, $11,820 ; Pennsylvania, $31,826, and Ontario, $2,190.

Normal Schools.

According to the report of Dr. Ryerson made in 1844, and following the practice of the New England States, the first Normal School, in what is now the Dominion of Canada, was instituted in 1846, with T. J. Robertson, M. A., as principal, at a salary of $2,000 a year. This was the only Normal School in the Province until 1875, when another school was opened in the City of Ottawa.

The course of instruction in both Normal Schools until 1878 was academic as well as professional. In that year the academic course was abolished as it was considered the High Schools and Collegiate Institutes could be used for the literary training of teachers

In 1867 the expense of the Toronto Normal and Model Schools was $26,243, and in 1892 the expense of the two Normal (including Model) Schools amounted to $45,724. If the receipts from fees are deducted, the expense in 1867 of one Normal and Model School would be $22,606, and in 1892 of the two Normal and Model Schools $30,123.

Owing to the facilities which our County Model Schools afford for the professional training of teachers, we are able to secure a high degree of professional efficiency with only two Normal Schools, although in proportion to our population, Ontario is not as well equipped in this respect as the other provinces of the Dominion.

Quebec, with a population of about a million and a half, has 3 Normal Schools, and each of the other Provinces, excepting British Columbia which has none, has 1 Normal School. The State of Maine has 3 Normal Schools; Connecticut, 2; Illinois, 3; Iowa. 1; Massachusetts, 3; Michigan, 1; New York, 11; Pennsylvania, 12; Ohio, 4, England and Wales have 44 Normal Schools, and Prussia 116.

VI.—TECHNICAL EDUCATION, MECHANICS' INSTITUTES, FREE LIBRARIES, ART SCHOOLS AND SCIENTIFIC SOCIETIES.

In my first Annual Report (1883), I made special reference to the importance of technical education in its relation to the development of our national products and manufacturers, pointing out that the want of our country is industrial education, that as the demand for higher class and more artistic goods is increasing in Canada it is of vital importance that we educate our mechanics and assist in providing skilled labor, the most important factor in production, which adds to the commercial value of our manufacturers, diminishes importation and increases our exportation of manufactured goods. In order to provide this practical instruction for adults and young people, after leaving school, I prepared new regulations for the management of Mechanics' Institutes and Free Libraries and Art Schools, encouraging the establishment of Evening Classes. The result has been most gratifying within an interval of 10 years, 1883 to 1893. There has been an advance in this direction almost unprecedented in the history of education.

In 1883, only 93 Mechanics' Institutes and Free Libraries reported. This year 255 of these Institutions reported. In 1883, these Libraries contained only 154,093 volumes, with an issue of 251,920. In 1893, the Libraries contained 510,236 volumes, with an issue of 1,415,867 volumes. During the same period there has been a marked improvement in the class of literature read. In 1886 and 1887 the proportion of fiction issued was 60.5. In 1893, only 43 per cent. of fiction was issued. This decrease has been gradual since my appointment of an officer of the Department who visits the Libraries and confers with the Directors in the purchase of books.

From 1883 to 1893 the Mechanics' Institutes and Free Libraries have issued 7,614,376 volumes, and their total receipts for all purposes amounted to $1,200,248.

ABSTRACT SHOWING THE PROGRESS OF MECHANICS' INSTITUTES AND FREE LIBRARIES FROM 1883 TO 1893 INCLUSIVE.

I.—Mechanics' Institutes.

Year.	Institutes Reporting.	Number of Members.	Number of Evening Classes.	Number of Pupils.	Number of Reading Rooms.	Number of Newspapers and Periodicals.	Number of Volumes in Libraries.	Number of Volumes issued.	Total Receipts.	Total Assets.
									$ c.	$ c.
1883.	92	12956	27	1711	58	1512	150311	241075	58556 11	251815 93
1888.....	159	18176	49	1565	96	2269	230517	336895	62473 38	276000 50
1893.....	244	27439	40	1100	145	3374	367498	573515	91213 48	376595 24

II.—Free Libraries.

Year.	Free Libraries Reporting.	Number of Readers.	Number of Reading Rooms.	Number of Newspapers and Periodicals.	Number of Volumes in Libraries.	Number of Volumes issued.	Total Receipts.	Total Assets.
							$ c.	$ c.
1883	1	716	1	28	3782	10845	1160 30	3375 00
1888.....	8	13840	8	741	80531	407571	41370 30	127573 25
1893.....	11	56649	11	1371	142828	842352	69342 78	308816 93

ABSTRACT COMPARING THE MECHANICS' INSTITUTES AND FREE LIBRARIES IN 1883 AND 1893.

——	1883.	1893.
Number of Mechanics' Institutes and Free Libraries reported..	93	255
Number of members and readers	13672	84088
Number of evening classes	28	41
Number of reading rooms	59	156
Number of newspapers and periodicals	1540	4745
Number of volumes in libraries.....	154093	510326
Number of volumes issued	251920	1415867
Total receipts	$59716	$160556 26
Total assets	$255190	$685412 17

The Evening Classes in Art Schools and Mechanics' Institutes have been equally prosperous. In 1883 only one Art School sent pupils for examination. In 1893 the pupils from 85 Art Schools, etc., were examined for certificates. In 1883 and 1884 there were no full teachers Certificates. Two hundred and twenty Full Certificates in the Primary Course, 13 Full Certificates in the Advanced Course, and 10 Full Certificates in the Mechanical Course were granted in 1893, which qualify the owners to teach these subjects in our Public and High Schools, Mechanics' Institutes, etc.

The followirg abstracts show the progress in Art Education from 1883 to 1893:

Abstract of the number of Certificates awarded for Drawing, etc., to Art Schools, Mechanics' Institutes, etc., from 1883 to 1893 (not including Certificates awarded at Summer Classes).

Year.	Number of Art Schools, Mechanics' Institutes, etc.	Primary Course.		Advanced Course.		Mechanical Course.		Extra Subjects.	Departmental Medals, etc.			
		Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Painting, Modelling, Wood-Carving, Lithography.	Gold Medals.	Silver Medals.	Bronze Medals.	Special Certificates.
1883.....	1	124	....	31	.....	1	.....	....	....	.....	.....	.....
1888.....	57	2979	133	151	9	50	2	108	1	1	4	1
1893.....	85	4753	220	301	13	139	10	105	1	16	11	21

The total number of Certificates awarded from 1883 to 1893, including Summer Classes for Teachers, is as follows:

Primary Course.		Advanced Course.		Mechanical Course.		Extra Subjects.	Departmental Medals, etc.			
Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Proficiency Certificates.	Full Teachers' Certificates.	Printing, Modelling, Wood-carving, Lithography, etc.	Gold Medals,	Silver Medals.	Bronze Medals.	Special Certificates.
31578	1540	1904	108	756	30	660	9	46	56	70

VII.—ARBOR DAY.

The efforts made by the Department to secure the planting of shade trees and the cultivation of flowers in the school grounds, were heartily supported by teachers and trustees. Arbor Day has now become one of the most interesting and profitable holidays of the year. In 1885, 38,940; in 1886, 34,087; in 1887, 28,057; in 1888, 25,714; in 1889, 21,281; in 1890, 22,250; in 1891, 15,697, and in 1892, 14,489 trees were planted.

VIII.—TEN YEARS RETROSPECT.

Legislation.

It would be impossible in any review of the last ten years fully to set forth the legislation directed by my Department without entering into details too cumbrous for a general report. Suffice it to say that as regards Public Schools, Separate Schools, High Schools, Industrial Schools, Mechanics' Institutes, Upper Canada College, the School of Practical Science and the University of Toronto, the policy of the Department has been to aid by judicious and progressive legislation the development of each within its respective sphere. A few of the more significant changes effected may be mentioned:

(1) Township councils are required to provide the sum of $100 for each school section by uniform rate of assessment over the whole township, thus materially lightening the burdens of weaker sections.

(2) County councils are required to aid County Model Schools and Teachers Institutes.

(3) The gradual extinction of the superannuated teachers' fund is made possible.

(4) Holidays for rural schools were fixed absolutely at six weeks, and an additional week allowed at Easter for schools in cities towns and incorporated villages.

(5) The establishment of Kindergarten Schools for children from four to six years of age.

(6) The representation of Public and Separate Schools on High School Boards.

(7) A more equitable distribution of the cost of maintaining High Schools.

(8) The improvement of the law respecting Mechanics' Institutes.

(9) The establishment of Art Schools for workingmen and artisans generally.

(10) The selection of a new site and the erection of new buildings for Upper Canada College.

(11) The federation of the University of Toronto with Victoria University and provision for the extension of such federation.

(12) The establishment of a Medical Faculty in the University of Toronto.

(13) The admission of women to the privileges of the University.

(14) The consolidation of the Departmental Examinations with University Examinations.

(15) The reduction of the course of studies in Public Schools from 15 subjects to 9 obligatory and 3 optional.

(16) The reduction of the number of text-books in Public Schools from 53 to 10.

(17) The reduction of text-books in High Schools from 131 to 25.

(18) The introduction into Public Schools of Drawing, Physiology and Temperance, as compulsory subjects, and of Agriculture as an optional subject.

(19) The introduction of Bi-lingual Readers in French and German Schools.

(20) The compulsory study of English in every Public School in the Province.

(21) Making the use of the Bible, or selections therefrom, with devotional exercises, compulsory at the opening or closing of every Public School.

(22) The establishment of Arbor Day.

(23) The establishment of Provincial Kindergarten Training Schools.

(24) The improvement of the course of study in the Normal Schools.

(25) The appointment of experienced teachers only, as examiners in connection with Departmental Examinations.

(26) The admission of holders of Departmental Certificates to matriculation *pro tanto*.

(27) The distribution of the High School grant on the basis of teachers' salaries, the equipment of the school and the condition and suitability of the school premises.

(28) The establishment of a standard for specialists in High School work.

(29) The establishment of the School of Pedagogy.

(30) The adaptation of Departmental Examinations to University Examinations.

(31) The preparation of text-books for the Public Schools, High Schools and Training Schools.

(32) The improvement of Teachers' Institutes and County Model Schools.

(33) The enlargement and improvement of the Provincial Normal and Model School accommodation.

(34) The improvement of the School of Science and the extension of its teaching faculty to the Departments of Electrical Engineering and Mineralogy.

(35) The establishment of a Chair of Political Science in the University.

(36) The complete abolition of the Departmental Depository.

(37) The establishment of examinations for Art School Certificates.

(38) The appointment of a director to assist in conducting Teachers' Institutes.

(39) The establishment of a Commercial Course in High Schools.

(40) The establishment of a Leaving Examination for Public Schools.

(41) The study of Canadian History made compulsory.

Text-Books.

One of the difficulties with which I was confronted on taking office ten years ago was to provide a sufficient supply of suitable Text Books for the Public and High Schools of the Province, at the least cost to the people.

In a general way Dr. Ryerson had intimated his preference for one series of Text Books in every subject, although as a matter of practice this policy was not adhered to, for on the 31st of December, 1875, there were authorized fifty-five different Text Books in the Public School course, and eighty in the High School course. He expressed himself as opposed to frequent changes of Text Books, and through the Educational Depository and agreements which he entered into with publishers, endeavored to control the price of every Text Book authorized during his Superintendency.

The control of Text Books by some central authority responsible for their fitness is evidently the accepted policy of the Province, and is likely to remain so for many years to come. In carrying out that policy I was guided by the following considerations: —

(1) *That so far as practicable there should be but one Text Book in each subject in the Public Schools of the Province.*

On the 31st of December, 1883, the number of Text Books authorized for the Public Schools was fifty-three, covering fifteen different subjects of study. In some subjects the number was so great as to be confusing to pupils and parents; for instance, there were authorized in Reading, three series of Readers; in Grammar, eleven text-books; Arithmetic, four; Geography, nine; and History, five Text Books.

Owing to the movement of our population from one part of the Province to another, and sometimes owing to the preference of teachers for a favorite Text Book, the expense to parents from this variety was very great, and although by the School Act of 1881 (44 V., c. 30, s. 12) no teacher was allowed to change any Text Book in use in his school for another in the same subject without the written approval of the Trustees and the Inspector, yet unnecessary and costly changes were constantly taking place. The only remedy was to reduce the list to one Text Book in each subject. This I am happy to say has now been accomplished, and instead of fifty-three Text Books in use in our Public Schools as was the case ten years ago, the authorized list is now limited to ten, or one Book in each subject, considering the series of Readers as a unit. I may observe that in effecting these changes it was provided that trustees might by resolution continue a Text Book which had been introduced into the school prior to the authorization of those prepared under my direction, and in a few cases on the strength of such authority some of the old Text Books are still used. With these exceptions the Text Books authorized since 1883 are now in use in every Public School.

(2) *To control and regulate the price of Text Books.*

Before any book is authorized, a careful estimate is made through the Department of the Queen's Printer as to the cost of its production, and what would be a reasonable profit to the publisher, having regard to its probable sale. Having fixed the price, the publisher is required to enter into an agreement to produce a book according to a certain standard of excellence as to printing, binding and paper. His work is open to repeated inspection by officers of the Department, and the public is amply protected against inferior workmanship, as the publisher is required to give a bond of from three to five thousand dollars for the fulfilment of his contract. In addition he is liable to a forfeiture of his bond should his work be unsatisfactory.

Should it appear after a Text Book has been in the market for a length of time that its price could be reasonably reduced, the Education Department is authorized to make such reductions as the facts would warrant. The award made to the Department for the authorized Text Books now in use, by the Jurors at the Chicago Exhibition. is pretty conclusive evidence of their fitness for the purpose for which they were intended, and of their excellence in everything that constitutes a suitable Text Book.

(3) *To encourage our own teachers to undertake the authorship of all Text Books.*

It is universally admitted by the best educationists that no person is so competent to prepare a Text Book in any subject as the person who has had experience in teaching that subject. This is particularly true of the Text Books required for Public and High School work. Admitting then the qualifications of the teacher, who so competent to meet the wants of Canadian pupils as the teacher trained under our own system, and therefore other things being equal, our own teachers should have the preference. In 1883, out of fifty-three Text Books used in our Public Schools only nineteen were the exclusive production of the teachers of the Province. Now, every Text Book in use in the Public Schools has been produced by our own teachers, or has been prepared under their immediate supervision.

The authorized list of High School Text Books has also been considered from a similar standpoint. Out of 131 books on the authorized list on the 31st of December, 1883, 101 were the product of foreign authors; on the list of 1893, only 5 are the product of foreign authors.

(4) *To manufacture all Text Books in the Province.*

This has been practically accomplished. Every Text Book used in the Public Schools of Ontario, with the exception of a few used in mixed French and German Schools, is now manufactured in Ontario. Out of 53 Text Books on the Public School list of 1883, 6 were imported; now none on the general Public School list are imported. Out of 131 Text Books on the High School list of the same year, 81 were imported already manufactured and 2 were imported in sheets; now of the 25 on the High School list, 1 is imported bound, 1 imported in sheets and bound here, 1 book half imported and the other half printed here, and 22 are wholly produced in the Province.

In addition to the award received for the excellence of Text Books at the World's Fair, it is also gratifying to notice the favor with which they are received by the educational authorities in some of the other provinces. For instance, our Public School

History of England and Canada is authorized in Manitoba; our High School History of England and Canada is authorized in Quebec, Manitoba and the North West Territories; our first Latin book is authorized in Manitoba; our High School German Grammar is authorized in Quebec and Nova Scotia and extensively used in the United States; our High School Book-keeping is authorized in Quebec, Manitoba and the North West Territories; McLellan's Applied Psychology authorized for the School of Pedagogy is also authorized in Quebec and extensively used in the United States; our High School Botany is authorized in New Brunswick; our Public School Drawing Course and Public School Geography are authorized in New Brunswick.

(5) *Cost of Text Books.*

Under the system which the Department has adopted for inspecting the Text Books as they leave the hands of the printer and binder, the public is reasonably well protected against inferior workmanship, which in the case of a school book might result in great loss to the people. In the hands of even the most careful child and under the eye of the most watchful teacher, the best bound Text Books do not last any too long. I believe that in the quality of binding alone, a large saving has been affected. By means of this inspection the Department also ascertains the number of books produced annually, and an average extending over four or five years of the annual production might fairly be taken as evidence of the cost of Text Books to the people of the Province. Calculated in this way, on the basis of four years, it cost the people of Ontario an average of $32\frac{1}{3}$ cents per child per annum for Text Books in the Public Schools during the last four years.

That this estimate must be reasonably accurate is shown by the cost of providing Text Books for the Provincial Model Schools. The average cost for the Toronto Model School during the last four years was 52 cents per pupil. In the estimate for Ontario and for the Provincial Model Schools are not included ordinary supplies, such as note-books, pencils, etc.

(6) *To cover the work of each form with one Text Book.*

Under the system in operation before 1893, two or three books were sometimes necessary to cover the work required by the course of study in one form or in one subject. Although the Reading Course consisted nominally of five readers, as a matter of practice, however, a sequel to the Second Reader was in use in many schools, and a Sixth Reader was sometimes considered necessary to complete the work of the Fifth Form. In addition to this the examination in Reading required a knowledge of the principles of elocution for which another book was necessary. Then, difficult points in the Reading lessons had to be explained and historical references cleared up; for this purpose literature notes were required.

In order, therefore, to meet the requirements of the Department in Reading, the pupil would require to purchase under the old Regulations the following Text Books:

(a) Fifth Reader	$0 60
(b) Lewis' How to Read	0 75
(c) Notes on Literature	0 50
Total	$1 85

Under the new Regulations the same ground is covered by the High School Reader at 60 cents; thus effecting a saving of $1.25 to each pupil, and this for 13,370 pupils in the Fifth Form means $16,712 to parents and guardians.

Similarly in History, under the old Regulations, the pupil would be required to purchase:

(a) Edith Thompson's History of England	$0 65
(b) Jeffers' History of Canada	0 30

or two books at 95 cents to fit him for passing the Entrance Examination in History. Under the new regulations the whole course in History is covered by the Public School History at 30 cents, or a saving of 65 cents to each pupil, and this for 88,934 pupils in the Fourth Form means $57,807.

There has also been a great reduction in the number of Drawing books required for the course as well as in the cost per book. Before 1883 the authorized Drawing book cost 15 cents per copy and the series consisted of seven numbers; the present Drawing course consists of six numbers and is sold at five cents a copy. There are 297,723 pupils in the Public Schools who are required by Regulations to take up this subject, and at ten cents for each pupil the saving would be $29,773.

A corresponding reduction has been made in the Writing books. The old copy book in use ten years ago cost ten cents; the copy book now in use costs six cents, and after July, 1894, will be reduced to five cents per number. As Writing is required for 297,723 pupils, the saving at four cents per pupil would be $11,908.

Taking these four subjects, viz.: Reading, History, Drawing and Writing, the saving to the Province of Ontario would amount to $116,200. In the case of Drawing and Writing the reduction is a clear annual saving to the country. In the case of the other books, the annual saving depends partly upon the durability of the books and the number of pupils promoted from the Third to the Fourth and Fifth Forms.

High School Text-Books.

In the case of High Schools there has been a similar adaptation of the Text Books to the course of study as well as a substantial reduction of prices in many instances.

The following table shews the amount saved to the pupils in each subject in all the forms of the High Schools on the basis of attendance in 1892, as the result of consolidating Text Books and reducing prices, that is, providing every pupil purchases one book in each subject:

Subjects.	No. of Pupils in Subject.	Saving per Pupil.	Amount Saved.
Reading	19176	$1 25	$23,970 00
Composition and Orthoëpy	22525	80	18,020 00
History	22328	30	6,698 40
Geography	22118	25	5,529 50
Arithmetic	21869	90	19,682 10
Algebra	22229	15	3,334 35
Trigonometry	1154	25	288 50
Commercial Course	16700	95	15,865 00
Drawing	16980	50	8,490 00
Chemistry	3710	55	2,040 50
Physics	6601	50	3,300 50
Botany	6189	25	1,547 25
Greek	1070	1 60	1,712 00
Latin	9006	1 50	13,509 00
French	10398	13	1,351 74
German	2796	50	1,398 00
Total			$126,736 84

General Growth of the School System.

A few evidences of the progress made during the last ten years are tabulated for convenient reference :

——	1882.	1892.
Elementary Schools.		
No. of Public (including Separate) Schools	5,203	5,889
Pupils enrolled	471,512	485,670
Average attendance	214,176	253,830
Government grants	$255,988	$273,293
Amount paid for teachers salaries	$2,144,448	$2,752,629
Maps and apparatus	$15,583	$40,003
Sites and buildings	$341,918	$427,321
Number of maps used	$39,372	$52,116
No. of pupils studying Arithmetic	419,557	470,813
" " " Geography	280,517	334,947
" " " Grammar and Composition	209,184	297,331
" " " Physiology and Temperance	33,926	171,594
" " " Drawing	176,432	435,239
" " " British and Canadian History	150,989	253,956
Number of teachers	6,857	8,480
" 1st class certificates	246	261
" 2nd class certificates	2,169	3,047
" 3rd class certificates	3,471	4,299
" other certificates	971	873
Number trained in Normal Schools	1,873	3,038
Average salary, male	$415	$421
" female	$269	$297
No. pupils who passed Entrance examination	4,371	8,427
" " " Leaving examination	.....	300
No. of trees planted on Arbor Day	Not established	14,489
Teachers' Institutes.		
No. of Institutes	62	69
No. of teachers in attendance	4,395	8,142
Amount paid for libraries	$453	$1,472
County Model Schools.		
No. of County Model Schools	46	59
No. of teachers in training	882	1,283
Text Books.		
No. of text books used in Public School course of study	53	10
" " " High School course of study	131	25
No. not produced in Canada	83	2½
High Schools.		
No. High Schools	88	93
No. Collegiate Institutes	16	35
No. of High School buildings erected since 1882	.....	45*
No. of teachers	332	522
Receipts from fees	$29,270	$97,273
Receipts from all sources	$373,150	$793,812
Expended in sites and buildings	$19,361	$91,108
No. of pupils	12,348	22,837
No. matriculated	272	471
No. who left school for agriculture	646	1,006
" " mercantile life	881	1,111
Industrial Schools.		
No. of schools	None.	2
No. of pupils	None.	226

* Additions were also made to 25 High School Buildings.

General Growth of the School System.—Continued.

——	1882.	1893.
Mechanics' Institutes.		
No. of Institutes	93	244
Volumes in libraries	154,093	367,498
No. of reading rooms	59	145
Government grant to Institutes	$30,594	$37,178
Free Libraries.		
No. of Free Libraries	1	11
No. of volumes	3,782	142,828
No. of newspapers and periodicals	28	1,371
No. of readers	716	56,649
Books given out	10,845	842,352
Amount expended	$1,160	$69,342
Art Schools.		
No. of Art Schools	1	85
No. of certificates obtained	156	5,541
School Practical Science.		
No. of students	18	143
No. on teaching staff	2	11
No. of graduates	3	27
University of Toronto.		
No. of students in attendance	342	852
Expenditure on teaching staff	$37,000	$77,600
No. of medical students	None.	280
Upper Canada College.		
No. of pupils	218	315

IX.—GOVERNMENT GRANTS TO EDUCATION.

The gross amount expended by the Education Department for all educational purposes since 1867 was $12,372,922. Of this sum $6,229,410 were divided among the public, separate and other schools, to meet the annual expenditure for teachers' salaries and other purposes; $2,157,261 were spent for the training and examination of teachers of Public Schools, at Normal Schools, County Model Schools and Teachers Institutes; and for the inspection of schools, $2,092,570 were paid directly for the support of High Schools, and $166,576 indirectly for the benefit of High Schools in the way of inspection and the training of High School teachers; $992,509 were paid to superannuated teachers, and $734,596 were paid in aid of technical education.

Owing to the liberality of the Legislature, there has been a steady increase in the grant made for education during the last 25 years. For convenience of reference, I merely give the figures in intervals of five years:

——	1867.	1872.	1877.	1882.	1887.	1892.
	$ c.	$ c.	$ c,	$ c.	$ c.	$ c.
Grants to Public Schools, Poor Schools and Separate Schools	172,000 00	204,758 00	252,044 00	255,988 00	261,956 00	273,293 00
Grant per pupil enrolled	43	45	51	54	53	56
Cost of education per pupil	3 67	4 85	6 26	6 42	7 59	8 40
Training of teachers for Public Schools	17,000 00	25,851 00	45,060 00	55,238 00	53,850 00	58,765 00
Grants to High Schools and Collegiate Institutes	53,691 00	76,861 00	77,199 00	84,404 00	90,396 00	100,000 00
Grant per pupil enrolled	9 43	9 14	8 36	6 83	5 18	4 38
Cost of Education per pupil	21 80	26 36	37 24	27 56	28 38	30 48
Training of teachers for High Schools	...	...	...	...	1,893 00	6,125 00
Grant to Technical education and Mechanics Institutes	1,610 00	13,707 00	22,771 00	36,196 00	37,943 00	64,374 00
Cost of administration of the Education Department, including Depository	18,307 00	22,705 00	29,452 00	23,709 00	21,187 00	19,176 00
Superannuation of teachers	4,200 00	11,945 00	35,489 00	51,000 00	58,295 00	63 751 00

Twenty Years' Increases.

The expenditure by the Legislature for educational purposes during the last 20 years, that is since 1872, shows the following increases:

Grants to Elementary Schools, viz.: Public, Poor and Separate Schools—increase	$68,535	or	34 per cent.
Increase in number of pupils enrolled	31,008	or	7 per cent.
Grants for training of teachers—increase	$32,914	or	130 per cent.
Increase in number of teachers	3,004	or	55 per cent.
Grants to Secondary Schools, viz.: High Schools and Collegiate Institutes	$23,139	or	30 per cent.
Increase in High School pupils	14,869	or	186 per cent.
Grants for training of High School teachers	*$6,125		
Increase in number of teachers	282	or	118 per cent.

Ten Years' Increases.

Taking the same order of calculation for my term of office, that is, for the last 10 years, the grants would be as follows:

Total grants for all educational purposes, 10 years			$5,795,739
Amount granted for Elementary Schools in 1882	$255,988		
" " " 1892	$273,293		
Increase in 10 years	$ 17,305	or	7 per cent.
Increase in the number of pupils enrolled 14,158.		or	3 per cent.
Total grants for training of Public School teachers, 10 years			$543,932
Amount granted in 1882	$55,238		
" " 1892	$58,765		
Increase in 10 years	$ 3,527	or	7 per cent.
Increase in the number of teachers 1,623.		or	24 per cent.
Total grants for High School purposes, 10 years			$1,002,342
Amount granted in 1882 to High Schools	$ 84,404		
" " 1892	$100,000		
Increase in 10 years	$ 15,596	or	19 per cent.
Increase in the number of pupils enrolled 10,489.		or	85 per cent.
Total grants for technical education, 10 years			$444,818
Amount granted in 1882	$36,196		
" " 1892	$64,374		
Increase in 10 years	$28,178	or	78 per cent.
Increase in the number of Institutes and Free Libraries	175	or	55 per cent.
Cost of civil government (education) 1882	$20,309		
" " " 1892	$19,176		
Decrease	$ 1,133	or	6 per cent.

* 1886 was the first year of this payment: $1,600 was paid in that year.

X.—THE WORLD'S FAIR.

In order to represent fully the educational standing of the Province at the World's Fair, held in Chicago, a collection was made of the work of pupils in Public and High Schools. This work was afterwards classified and arranged by Dr. May, who was appointed Director of the Educational Exhibit. The work of the Art Schools, Mechanics' Institutes, Separate Schools, and other schools affiliated with the Education Department, was also exhibited. I also directed Mr. Millar, Deputy Minister of Education, to prepare an outline of the School System of the Province in pamphlet form for distribution. Through the assistance of the Provincial Commissioner, Mr. Awrey, M.P.P., and under the personal direction of Dr. May, the exhibit was installed and ready for inspection at the opening of the Fair. A detailed report of the exhibits, and some of the opinions expressed with regard to them as made by the Director, will be found elsewhere.

Among the awards given, the following are worthy of special notice:

(1) An award was obtained for the excellence of the exhibit as a whole. This is very gratifying when the difficulties of preparing such an exhibit are considered.

(2) An award was given for our School System as a National System of education completely organized from the Kindergarten to the University. Not having received the full report of the Jurors I am unable to say whether any other awards of this kind were given, but even if there were, it is gratifying to know that our System of Education so commended itself to the Jurors as to entitle it to this distinction. Should it turn out that no other awards of a similar character were given, the honor will be doubly gratifying.

(3) An award was also given for the System adopted by the Department for the Professional training of teachers. So far as I know, and so far as I could gather from a personal examination of the various Systems exhibited at the World's Fair, ours is the only one that provides fully for the professional training of all classes of teachers, including Kindergarten, Public Schools and High Schools.

(4) Our System of Elementary and Secondary Education obtained each an award for the completeness of their organization and the suitability of their courses of study.

(5) An award was given for the excellence of our Text-Books and for the System under which they are authorized. The importance of this award is worthy of special notice, as we cannot maintain the efficiency of our schools or adequately protect the public without a proper system of preparing and authorizing Text-Books

(6) Among the other awards may be mentioned, awards to Art Schools, Mechanics' Institutes, Public Schools in Cities and Towns, Public Schools in Rural Districts, Roman Catholic Separate Schools, Ladies' Colleges affiliated with the Department, the Institutes for the Blind, the Deaf and Dumb and defective classes.

The high standing obtained by the Department at Philadelphia in 1886 was fully sustained at Chicago. Indeed, many of the awards made, particularly those I have mentioned, are the most significant evidence that could be given of the excellence of our

School System and of the completeness with which it provides for the education of the whole people. To obtain such distinctions in competition with the experience of centuries of educational development in Europe, and of the wonderful activities of our Republican neighbors, is no small honor to those concerned in the organization of the School System of the Province of Ontario.

I have the honor to be,
your Honor's obedient servant,

G. W. ROSS,
Minister of Education

EDUCATION DEPARTMENT, TORONTO,
January, 1894.

THE PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO, ONT.

APPENDICES.

APPENDIX A

STATISTICAL TABLES.

I.—TABLE A.—The

Counties. (Including Incorporated Villages but not Cities or Towns.)	School Population.—Pupils						
	School Population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys	Girls.
1 Brant	4541	22	3706	.....	3728	2063	1665
2 Bruce	17235	26	14157	21	14204	7545	6659
3 Carleton	9227	34	7451	14	7499	3916	3583
4 Dufferin	5580	33	5217	3	5253	2807	2446
5 Dundas	6061	31	5013	3	5047	2627	2420
6 Durham	6645	11	5901	5	5917	3116	2801
7 Elgin	8206	33	7091	5	7129	3700	3429
8 Essex	11546	48	8510	14	8572	4480	4092
9 Frontenac	7525	63	6144	7	6214	3273	2941
10 Glengarry	5154	12	4324	.....	4336	2294	2042
11 Grey	18503	96	15597	21	15714	8291	7423
12 Haldimand	6846	18	5302	4	5324	2832	2492
13 Haliburton	2195	18	1705	4	1727	881	846
14 Halton	6097	12	4257	2	4271	2215	2056
15 Hastings	139 9	34	9235	9	9278	4978	4300
16 Huron	15827	43	13496	20	13559	7033	6526
17 Kent	9913	45	8597	12	8655	4555	4100
18 Lambton	13947	25	10921	5	10951	5654	5297
19 Lanark	6894	19	5254	6	5279	2738	2541
20 Leeds and Grenville	11979	86	10488	11	10585	5613	4972
21 Lennox and Addington	5628	50	5130	2	5182	2757	2425
22 Lincoln	5364	24	4194	2	4220	2251	1969
23 Middlesex	15177	19	11800	5	11824	6207	5617
24 Norfolk	9097	41	7102	14	7157	3874	3283
25 Northumberland	7957	14	7249	14	7277	3837	3440
26 Ontario	10216	10	8726	7	8743	4684	4059
27 Oxford	9789	4	8233	6	8243	4381	3862
28 Peel	6371	22	5198	2	5222	2762	2460
29 Perth	9380	33	7813	3	7849	4161	3688
30 Peterborough	6828	34	5471	4	5509	2849	2660
31 Prescott and Russell	10129	47	6143	7	6197	3243	2954
32 Prince Edward	4010	15	3574	6	3595	1881	1714
33 Renfrew	12617	56	8297	7	8360	4208	4152
34 Simcoe and West Muskoka	19482	58	16808	15	16881	8958	7923
35 Stormont	5344	39	4338	3	4380	2304	2076
36 Victoria and East Muskoka	10802	23	9347	6	9376	5158	4218
37 Waterloo	9998	11	7338	4	7353	3965	3388
38 Welland	6418	51	5502	.....	5553	2962	2591
39 Wellington	14941	33	10015	11	10059	5365	4694
40 Wentworth	7218	20	5439	4	5463	2865	2598
41 York	15376	67	12707	12	12786	6799	5987
42 Districts	10818	93	9123	18	9234	4789	4445
Total	400830	1474	321913	318	323705	170871	152834
Cities.							
1 Belleville	3152	.....	1740	.....	1740	871	869
2 Brantford	4419	.....	2713	.....	2713	1389	1324
3 Guelph	2920	.....	1824	.....	1824	854	970
4 Hamilton	14321	1	8831	.....	8832	4556	4276
5 Kingston	5619	.....	2688	.....	2688	1294	1394
6 London	9259	.....	5818	.....	5818	3000	2818
7 Ottawa	12018	.....	4056	.....	4056	2140	1916
8 St. Catharines	2773	.....	1495	.....	1495	774	721
9 St. Thomas	2482	.....	2095	.....	2095	1074	1021
10 Stratford	2962	.....	1744	.....	1744	911	833
11 Toronto	41051	24	28316	5	28345	14261	14084
12 Windsor	3353	2	2130	.....	2132	1089	1043
Total	104329	27	63450	5	63482	32213	31269

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children between 8 and 14 years (inclusive) who did not attend any school during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
1	266	521	802	846	985	308	13	1957	53
2	1278	1995	2942	3248	4194	547	80	7199	51
3	847	1313	1909	1618	1535	277	55	3258	43
4	587	969	1351	1170	1049	127	75	2170	41
5	466	696	1007	1098	1576	204	36	2590	51
6	522	965	1307	1284	1520	319	114	2852	48
7	635	1004	1475	1681	2037	297	31	3460	49
8	805	1466	2138	1897	2011	315	258	4104	48
9	954	1261	1587	1270	1007	135	164	2430	39
10	557	767	1042	1049	825	96	4	1885	44
11	1779	2880	3807	3482	3238	528	162	6631	43
12	386	677	1089	1177	1626	369	7	2983	56
13	285	409	497	340	160	36	36	584	34
14	351	563	865	1083	1258	151	16	2206	52
15	1090	1682	2112	1868	2112	414	102	4302	47
16	1000	1814	2718	3210	4019	798	280	7148	52
17	958	1378	2061	1980	1967	311	161	3789	44
18	1003	1426	2133	2346	3545	498	15	5775	53
19	483	805	1173	1165	1385	268	52	2568	48
20	1142	1888	2482	2410	2324	339	88	5121	49
21	577	941	1164	1120	1171	209	72	2298	47
22	362	576	859	978	1271	174	11	2167	52
23	878	1517	2300	2876	3820	433	21	6450	55
24	797	1240	1634	1541	1667	278	72	3295	46
25	631	1165	1778	1637	1687	379	264	3477	48
26	819	1305	2037	1990	2246	346	54	4468	51
27	596	1090	1711	1995	2408	443	75	4332	53
28	448	837	1278	1205	1293	161	78	2422	45
29	596	969	1768	1955	2149	412	34	4100	52
30	541	871	1372	1216	1295	214	39	2701	49
31	801	1123	1428	1327	1342	176	192	2654	43
32	351	559	781	821	875	208	11	1729	48
33	1129	1556	2116	1720	1655	184	282	3502	42
34	1600	2863	4152	3759	3620	887	500	7603	45
35	514	734	1044	940	939	209	31	1968	45
36	1086	1584	2482	2164	1821	239	102	4228	45
37	450	789	1431	1610	2590	483	45	4250	58
38	469	802	1383	1220	1469	210	17	2718	49
39	797	1481	2307	2507	2595	372	81	5000	50
40	416	785	1309	1289	1421	243	6	2761	51
41	1274	2051	3078	2965	3066	352	202	6093	48
42	1444	1933	2633	1720	1353	151	1032	3518	38
	31970	51190	74542	72777	80126	13100	4970	151746	47
1	112	182	342	413	663	28	.....	1056	61
2	154	261	543	473	1176	106	....	1736	64
3	71	123	302	403	925	.....	200	1224	68
4	202	493	1252	1416	698	771	.....	6649	75
5	99	237	512	638	1126	76	....	1825	69
6	314	504	1085	1191	2724	.....	....	3674	63
7	187	390	770	829	1860	20	.....	2616	64
8	60	102	270	273	789	1	....	1011	68
9	48	121	384	396	1119	27	... .	1503	72
10	77	110	274	319	960	4	.....	1157	66
11	920	2175	4913	5533	14804	.....	....	19088	67
12	165	257	454	480	768	8	432	1266	60
	2409	4955	11101	12364	31612	1041	632	42805	68

I.—TABLE A.—The

Towns.	School Population. — Pupils						
	School Population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
1 Alliston	450	.....	409	.....	409	194	215
2 Almonte	836	.....	480	.....	480	250	230
3 Amherstburg	650	.....	333	.....	333	156	177
4 Aurora	581	.....	402	.....	402	198	204
5 Aylmer	522	.....	497	.....	497	263	234
6 Barrie	2538	.....	1111	.....	1111	573	538
7 Berlin	2599	.....	1306	.....	1306	657	649
8 Blenheim	512	.....	509	.....	509	254	255
9 Bothwell	380	.....	260	.....	260	123	137
10 Bowmanville	801	.....	701	.....	701	354	347
11 Bracebridge	742	.....	613	.....	613	290	323
12 Brampton	864	.....	648	1	649	336	313
13 Brockville	2423	.....	1449	.....	1449	736	713
14 Carleton Place	1363	.....	907	.....	907	467	440
15 Chatham	2702	.....	1799	1	1800	939	861
16 Clinton	703	.....	579	.....	579	282	297
17 Cobourg	1294	.....	732	.....	732	377	355
18 Collingwood	1756	.....	1346	.....	1346	666	680
19 Cornwall	1972	3	758	.....	761	380	381
20 Deseronto	868	.....	703	.....	703	327	376
21 Dresden	589	.....	543	.....	543	295	248
22 Dundas	981	.....	489	.....	489	229	260
23 Durham	410	.....	390	1	391	184	207
24 East Toronto	463	.....	315	.....	315	144	171
25 Essex	500	.....	417	.....	417	206	211
26 Forest	480	.....	415	.....	415	216	199
27 Fort William	600	2	404	.....	406	197	209
28 Galt	2399	.....	1578	.....	1578	807	771
29 Gananoque	1112	.....	798	.....	798	401	397
30 Goderich	890	.....	803	.....	803	427	376
31 Gore Bay	525	1	195	1	197	97	100
32 Gravenhurst	611	4	512	2	518	259	259
33 Harriston	587	.....	464	.....	464	242	222
34 Ingersoll	1225	.....	764	.....	764	395	369
35 Kincardine	863	.....	707	.....	707	366	341
36 Leamington	605	.....	477	.....	477	237	240
37 Lindsay	1579	.....	1018	.....	1018	517	501
38 Listowel	851	.....	660	.....	660	340	320
39 Little Current	255	1	227	.....	228	122	106
40 Mattawa	400	.....	93	.....	93	51	42
41 Meaford	862	.....	467	1	468	243	225
42 Midland	761	.....	705	.....	705	357	348
43 Milton	485	.....	419	.....	419	199	220
44 Mitchell	760	.....	504	.....	504	246	258
45 Mt Forest	780	.....	621	.....	621	347	274
46 Napanee	950	.....	734	.....	734	388	346
47 Newmarket	574	.....	452	.....	452	255	197
48 Niagara	487	.....	253	.....	253	140	113
49 Niagara Falls	1147	.....	577	.....	577	307	270
50 North Bay	759	.....	322	.....	322	149	173
51 North Toronto	490	.....	465	.....	465	241	224
52 Oakville	542	.....	339	.....	339	183	156
53 Orangeville	900	.....	703	.....	703	377	326
54 Orillia	1418	.....	1167	.....	1167	575	592
55 Oshawa	1258	.....	790	.....	790	416	374
56 Owen Sound	2112	.....	1438	.....	1438	732	706
57 Palmerston	551	.....	465	.....	465	233	232
58 Paris	930	.....	593	.....	593	301	292
59 Parkhill	433	.....	324	1	325	155	170
60 Parry Sound	537	.....	537	2	539	270	269

Public Schools

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children between 8 and 14 years (inclusive) who did not attend any school during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
1	25	50	63	82	189	.....	.....	237	57
2	26	39	81	122	202	10	.....	307	64
3	21	36	69	72	135	.....	.....	196	59
4	20	34	65	95	187	1	.....	256	64
5	18	23	66	98	292	.....	.....	340	68
6	58	96	261	217	473	6	.....	662	60
7	55	89	208	235	623	96	5	914	70
8	25	65	85	111	219	4	.....	308	61
9	15	43	90	55	57	.....	.....	128	50
10	19	28	105	114	401	34	.....	523	75
11	54	120	243	139	57	.....	.....	241	40
12	23	39	134	109	324	20	.....	439	68
13	84	172	338	315	540	.....	23	1036	72
14	44	83	184	224	370	2	.....	544	60
15	77	181	337	363	790	52	.....	1144	63
16	34	43	108	141	243	10	.....	359	62
17	22	63	94	158	395	.....	.....	490	67
18	92	136	239	294	576	9	.....	832	62
19	57	72	138	142	336	16	.....	469	62
20	32	74	127	132	284	54	.....	482	69
21	40	80	124	109	190	.....	.....	289	53
22	19	41	67	116	237	9	.....	324	66
23	16	30	64	92	189	.....	.....	249	64
24	17	28	73	79	87	31	.....	219	70
25	29	65	92	104	127	.....	.....	222	53
26	13	28	61	110	203	.....	.....	272	66
27	35	60	126	85	91	9	.....	196	48
28	79	128	268	279	774	50	.....	1017	65
29	35	88	177	165	333	.....	.....	474	60
30	29	62	137	144	376	55	.....	531	66
31	19	24	55	47	52	.....	.....	66	33
32	42	72	103	139	162	.....	.....	279	54
33	20	47	79	84	234	.....	.....	304	66
34	32	57	103	173	361	38	5	504	66
35	51	75	145	321	115	.....	.....	314	45
36	27	54	103	110	183	.....	.....	275	59
37	21	48	119	176	624	30	.....	742	73
38	55	69	128	130	273	5	.....	325	50
39	23	47	79	47	32	.....	.....	98	43
40	7	12	15	15	44	.....	18	61	66
41	24	51	77	103	207	6	.....	284	61
42	50	88	167	177	223	.....	.....	357	51
43	22	33	67	77	220	.....	.....	275	66
44	28	24	64	99	268	21	.....	350	70
45	23	36	85	114	315	48	.....	441	71
46	49	57	117	173	328	10	.....	462	63
47	25	40	84	75	226	2	.....	283	63
48	8	31	56	73	84	1	.....	143	57
49	30	59	98	93	288	9	.....	373	65
50	26	60	76	69	91	.....	.....	167	52
51	30	76	120	106	133	.....	.....	244	53
52	21	36	50	75	157	.....	.....	211	63
53	45	82	120	182	272	2	.....	408	58
54	66	122	219	260	491	9	.....	718	62
55	33	47	112	120	453	25	.....	551	70
56	90	103	236	311	670	28	.....	908	63
57	18	38	87	103	202	17	.....	308	66
58	15	33	103	115	292	35	.....	405	68
59	17	31	58	61	157	1	28	198	61
60	35	91	130	124	157	2	.....	272	51

I.—TABLE A —The

Towns.	School Population. — Pupils						
	School Population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
61 Pembroke	1151		574		574	308	266
62 Penetanguishene	650		324		324	198	126
63 Perth	592		543		543	268	275
64 Peterborough	3133		1834		1834	903	931
65 Petrolea	1544		1157		1157	586	571
66 Picton	892	1	598		599	309	290
67 Port Arthur	1025		463		463	225	238
68 Port Hope	1640		995		995	463	532
69 Prescott	826		380		380	191	189
70 Rat Portage	706		409		409	182	227
71 Ridgetown	396		492		492	263	229
72 Sandwich	345		284		284	143	141
73 Sarnia	2084		1291	1	1292	634	658
74 Sault Ste. Marie	621		470	2	472	239	233
75 Seaforth	880		605		605	289	316
76 Simcoe	857		528		528	290	238
77 Smith's Falls	1310		868		868	431	437
78 Stayner	561		461		461	222	239
79 St. Mary's	1033		941	1	942	451	491
80 Strathroy	1028		651		651	329	322
81 Thornbury	420		236		236	113	123
82 Thorold	680		392		392	207	185
83 Tilsonburg	720		443		443	214	229
84 Toronto Junction	1452		1201		1201	616	585
85 Trenton	1395		745		745	390	355
86 Uxbridge	534		495		495	249	246
87 Walkerton	1184		590		590	299	291
88 Walkerville	309		235		235	125	110
89 Waterloo	859		561		561	280	281
90 Welland	599		523		523	250	273
91 Whitby	751		541		541	294	247
92 Wingham	687		614		614	305	309
93 Woodstock	1998		1861		1861	904	957
Total	90079	12	60991	14	61017	30838	30179
Totals.							
1 Counties, etc.	400830	1474	321913	318	323705	170871	152834
2 Cities	104329	27	63450	5	63482	32213	31269
3 Towns	90079	12	60991	14	61017	30838	30179
4 Grand Total, 1892	595238	1513	446354	337	448204	233922	214282
5 " 1891	615781	2056	453208	309	455573	238236	217337
6 Increase				28			
7 Decrease	20543	543	6854		7369	4314	3055
Percentage		.33	99.60	.07		52	48

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children between 8 and 14 years (inclusive) who did not attend any school during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
61	23	48	90	114	292	7	.....	384	67
62	32	41	59	58	134	.....	5	167	52
63	18	35	90	105	292	3	.....	369	68
64	140	181	391	354	764	4	.....	1065	58
65	63	103	202	236	542	11	.....	717	62
66	19	68	101	119	285	7	.....	373	63
67	55	82	115	108	103	.....	.....	239	52
68	28	67	149	197	505	49	.....	682	68
69	15	42	62	79	180	2	13	242	64
70	70	77	80	82	94	6	.....	183	45
71	39	59	93	79	221	1	....	276	56
72	17	67	90	49	58	3	.....	160	56
73	54	107	206	263	603	59	.....	903	70
74	42	81	108	93	148	.....	.....	266	56
75	22	49	93	124	304	13	....	396	66
76	24	50	88	121	236	9	.....	331	63
77	54	59	145	195	386	29	50	549	63
78	4	20	98	120	135	84	....	230	50
79	48	66	419	282	127	....	....	451	48
80	20	40	92	140	359	....	....	438	67
81	9	15	42	53	117	.....	....	164	70
82	23	35	50	72	181	31	....	256	62
83	25	33	67	89	224	5	82	282	64
84	109	155	279	236	410	12	.....	624	52
85	53	126	143	152	259	12	....	413	58
86	49	41	73	101	221	10	.....	307	62
87	25	59	100	107	285	14	.....	368	62
88	14	25	27	74	95	.....	.....	148	62
89	22	43	101	146	249	.....	.....	375	67
90	30	67	116	120	190	.....	.....	273	52
91	22	56	81	137	243	2	....	340	63
92	33	52	103	149	264	13	.....	382	63
93	66	130	267	325	1073	.....	.....	1340	72
	3332	5918	11499	12932	26193	1143	229	37719	47
1	31970	51190	74542	72777	80126	13100	4970	151746	47
2	2409	4955	11101	12364	31612	1041	632	42805	68
3	3332	5918	11499	12932	26193	1143	229	37719	62
4	37711	62063	97142	98073	137931	15284	5831	232270	52
5	38123	66381	101594	99217	139291	10967	....	236847	52
6	.....	....	.....	.....	....	4317			
7	412	4318	4452	1144	1360	.....	.....	4577	
	8	14	22	22	31	3			

II.—TABLE B.—The Public

Counties. (Including Incorporated Villages, but not Cities or Towns)	Number of Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I, and Kindergarten.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant	741	475	764	843	715	190	3728	3728	3728
2 Bruce	3070	2104	2687	3132	2783	428	13882	14048	12682
3 Carleton	1671	1083	1576	1532	1494	143	6646	6948	5679
4 Dufferin	1171	803	1061	1085	1034	99	5092	5020	4828
5 Dundas	1239	803	1132	804	868	200	4913	4981	4584
6 Durham	1246	861	1332	1229	1070	178	5917	5917	5917
7 Elgin	1611	998	1684	1284	1236	316	7129	7129	7129
8 Essex	2477	1815	1593	1505	1042	140	8352	8242	7529
9 Frontenac	1440	941	1196	1291	1276	70	5756	5720	5141
10 Glengarry	1188	690	1008	720	681	49	4073	4130	3684
11 Grey	3587	2233	3325	3321	2851	397	15140	14098	14316
12 Haldimand	1098	782	1071	1084	1142	147	5122	5248	4441
13 Haliburton	522	275	354	341	234	1	1637	1619	1201
14 Halton	1066	592	775	808	867	163	4271	4271	4271
15 Hastings	2052	1767	1813	1810	1543	293	8789	8988	8276
16 Huron	2470	1834	2530	3205	2877	643	12910	13306	12049
17 Kent	2107	1378	1700	1587	1597	286	7987	8423	7680
18 Lambton	2626	1904	1987	1989	2046	399	10627	10642	9561
19 Lanark	1251	958	1078	1146	750	96	5154	5123	5076
20 Leeds and Grenville	2032	1416	1910	2272	2763	192	9475	9959	8135
21 Lennox and Addington	1082	696	865	1228	1237	74	5182	5182	4286
22 Lincoln	953	555	805	896	957	54	4100	4119	3643
23 Middlesex	2376	1872	2272	2272	2514	518	11626	11726	11597
24 Norfolk	1567	964	1463	1372	1598	193	6424	6938	6356
25 Northumberland	1651	1088	1338	1616	1424	160	7020	7157	5890
26 Ontario	1852	1155	1687	1939	1957	153	8356	8617	7903
27 Oxford	1629	1264	1461	1720	1814	355	7621	8083	7504
28 Peel	1243	827	909	1088	1070	85	5087	5103	4540
29 Perth	1480	1143	1356	2156	1299	415	7402	7631	4319
30 Peterborough	1383	937	967	1192	946	84	5060	4457	4615
31 Prescott and Russell	2215	1027	1141	981	762	71	5627	5848	5133
32 Prince Edward	581	435	734	736	891	218	3502	3517	3433
33 Renfrew	2277	1376	1527	1607	1476	97	7443	7779	6171
34 Simcoe and West Muskoka	4091	2634	3421	3317	2895	523	16233	16458	14899
35 Stormont	1101	656	1131	735	704	53	4303	4258	3418
36 Victoria and East Muskoka	2160	1497	1804	1894	1758	263	8825	8936	7613
37 Waterloo	1695	1211	1441	1741	1093	172	7353	7353	7254
38 Welland	1098	772	993	1255	1267	168	5201	5275	5116
39 Wellington	1935	1439	2035	2184	1969	497	9642	9829	8827
40 Wentworth	1066	702	1043	1276	1181	195	5141	5325	4881
41 York	3112	1955	2924	2624	1922	349	12089	12353	11754
42 Districts	2659	1695	1913	1703	1110	155	7552	7960	6001
Totals	73870	49612	63808	66520	60713	9182	307389	311444	281060
Cities.									
1 Belleville	517	319	291	347	272	.....	1740	1740	1740
2 Brantford	767	421	602	566	357	....	2713	2713	2713
3 Guelph	428	214	256	528	310	88	1824	1824	1824
4 Hamilton	1892	1497	1450	1855	1742	396	7960	8832	8832
5 Kingston	665	361	315	619	476	252	2688	2688	2688
6 London	1714	822	1242	1105	935	.....	5818	5818	5713
7 Ottawa	1057	469	571	881	715	363	4056	4056	4056
8 St. Catharines	382	222	228	390	273		1495	1495	1495
9 St. Thomas	613	270	487	419	306	.....	2095	2095	2095
10 Stratford	393	243	310	456	342	.	1744	1744	1744
11 Toronto	5936	3638	6597	6107	4421	1646	28266	28266	28266
12 Windsor	757	455	384	343	193	.....	2132	2132	2132
Totals	15121	8931	12733	13610	10342	2745	62581	63403	63298

Schools of Ontario.

Pupils in the different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	3728	1196	1832	904	1761	857	2009	217	204	156	54	52	219
2	9140	4004	7878	3204	5488	7325	3172	550	357	297	207	177	334
3	4275	2017	3479	1699	1880	1616	1900	195	173	156	163	92	203
4	3835	2062	3429	1626	1833	2224	2414	181	81	63	41	55	662
5	3598	1533	3207	1211	1284	1134	2285	168	171	164	61	30	477
6	3621	1606	2808	1042	1328	1718	1201	221	140	117	45	66	216
7	7129	2471	7129	1818	2726	4551	3906	485	311	247	223	194	445
8	5172	1861	4440	1397	2262	2420	3845	218	128	89	84	78	488
9	3848	1583	3334	1625	1906	730	2356	70	45	33	66	13	91
10	2659	730	2408	828	927	659	1025	47	56	44	12	12	116
11	10525	4305	9015	3945	5780	6368	6479	522	365	335	298	161	1135
12	3871	1515	3432	1601	1649	1494	2705	115	127	98	57	182	285
13	1019	438	805	260	255	57	171	19	3	3	6	.....	25
14	2753	2071	2465	1205	1507	2133	2221	146	146	97	40	45	259
15	4998	3258	4901	1354	2663	4094	5804	252	196	165	113	117	554
16	10111	4391	8621	3785	5236	5010	4468	680	561	482	279	274	1305
17	5697	3659	4716	2195	2391	3259	3079	341	291	192	143	144	578
18	6719	5181	7487	2561	3962	5067	6850	344	328	262	149	126	1355
19	3151	835	2869	1078	1741	1436	3143	93	68	67	33	33	104
20	6846	1085	6103	3126	3706	3062	2285	224	179	140	89	81	421
21	3263	446	2961	1241	1252	970	1576	61	61	55	27	31	236
22	2885	1512	2347	1111	1332	2557	1743	65	54	41	25	16	44
23	8067	4013	7384	3112	3953	6229	6636	520	401	311	186	140	934
24	4786	2400	4021	2404	2801	1355	2905	423	177	155	117	115	404
25	5407	1176	4801	1772	2212	1518	2754	198	120	97	30	15	368
26	5412	2895	5064	2375	2907	1990	3280	229	162	141	72	70	578
27	6005	2910	5160	2544	2884	2751	2489	325	318	270	97	86	247
28	3135	1904	2679	1256	1868	1332	1960	57	64	49	78	81	306
29	4511	2317	4335	1748	2412	641	1194	128	170	143	73	25	38
30	4120	654	2920	1185	1226	870	1123	88	69	113	36	36	171
31	3182	1825	2803	945	1262	1656	2963	265	71	63	14	11	451
32	2948	993	2490	1090	1969	1618	1663	265	189	154	124	99	266
33	4629	1175	3880	1732	2133	2054	1632	258	46	45	17	17	390
34	10600	7781	9484	3884	5891	4961	10910	1045	538	483	260	255	1684
35	2861	788	2507	742	857	1087	898	151	69	58	84	31	103
36	6185	2342	4955	2312	2382	1521	2950	261	205	196	233	112	565
37	4559	4434	4266	1304	2414	2297	2370	191	120	101	72	27	210
38	3812	2292	3582	1553	2002	1780	2509	2483	147	111	45	100	418
39	6809	2564	5887	2502	3255	2785	2618	247	273	203	81	78	369
40	3751	1865	3710	1716	2021	882	2047	154	152	130	61	51	265
41	9311	5186	8478	2655	2963	4292	5796	377	221	168	71	55	586
42	4627	2159	3691	1677	1821	670	1107	199	66	68	19	14	33
	213560	99432	187793	77324	102102	100970	124441	12078	7623	6362	3985	3397	17938
1	896	1740	1105	302	613	939	1740						
2	2713	2713	1536	357	608	2713	2713						
3	1538	1448	1394	338	645	848	1672	88					
4	5936	8436	6368	1670	2443	1853	6892	396	.....	195			
5	2207	2331	1940	838	1182	1233	2688	252	252	252	252	252	
6	4041	5818	3261	1043	1901	5616	5310						
7	1859	4056	1859	1078	1078	4056	4056	.....	107				
8	1495	1495	663	273	472	472	1495						
9	1212	725	1212	725	725	2095	2095	306					
10	1705	1744	1180	342	798	.....	1744						
11	28266	28266	28266	2947	4343	12711	27951	5054	1625	1625	65	... .	40
12	1333	744	860	193	509	.....	881						
	53201	59516	49644	10106	15317	32536	59237	6096	1984	2072	317	252	40

II.—TABLE B.—The Public

Number of

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I. and Kindergarten.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Alliston	97	95	68	74	36	39	380	380	380
2 Almonte	107	86	94	99	94	.....	453	429	405
3 Amherstburg	109	53	46	56	53	16	320	320	320
4 Aurora	101	35	109	83	74	.....	402	402	402
5 Aylmer	76	49	134	100	138	.....	497	497	497
6 Barrie	262	154	277	244	174	.....	1084	1084	1084
7 Berlin	410	214	292	239	151	.....	1306	1306	1306
8 Blenheim	135	79	111	68	70	46	509	509	509
9 Bothwell	54	64	37	56	38	11	260	260	260
10 Bowmanville	176	93	157	122	153	.....	701	701	701
11 Bracebridge	192	163	95	93	45	25	613	613	613
12 Brampton	113	121	125	160	130	.....	649	649	649
13 Brockville	424	206	320	307	192	.....	1449	1449	1025
14 Carleton Place	263	138	192	200	114	.....	907	907	907
15 Chatham	483	290	364	322	341	.....	1701	1743	1680
16 Clinton	190	69	90	120	110	.....	579	579	579
17 Cobourg	119	142	158	202	111	.....	732	732	471
18 Collingwood	419	221	267	156	283	.....	1346	1346	1346
19 Cornwall	268	123	118	116	136	.....	761	761	761
20 Deseronto	324	104	87	110	78	.....	703	703	703
21 Dresden	150	77	84	74	106	52	543	543	543
22 Dundas	165	78	73	86	87	.....	489	378	489
23 Durham	105	64	65	51	52	54	391	391	391
24 East Toronto	49	98	56	52	55	5	315	315	315
25 Essex	142	66	79	85	45	...	417	417	417
26 Forest	93	74	103	61	84	.....	415	415	415
27 Fort William	145	72	57	35	97	..	406	406	406
28 Galt	449	222	258	306	323	20	1558	1558	1558
29 Gananoque	204	154	155	157	128	...	798	798	798
30 Goderich	180	128	172	174	149	.....	803	803	623
31 Gore Bay	57	22	53	12	28	25	197	197	152
32 Gravenhurst	170	83	104	79	82	.. ..	518	518	518
33 Harriston	95	48	89	134	98	.....	464	464	464
34 Ingersoll	152	89	214	168	141	.....	764	764	764
35 Kincardine	151	76	163	199	118	.....	707	707	707
36 Leamington	150	90	83	119	35	..	477	477	477
37 Lindsay	113	177	255	260	165	48	1018	1018	1018
38 Listowel	142	180	145	121	72	.....	660	518	518
39 Little Current	85	33	55	27	26	2	228	228	228
40 Mattawa	27	9	8	25	14	10	93	93	93
41 Meaford	102	70	130	91	75	.....	468	468	468
42 Midland	211	63	169	171	76	15	705	705	705
43 Milton	130	56	53	68	35	77	419	419	419
44 Mitchell	160	73	61	104	106	.....	504	504	504
45 Mt. Forest	116	79	153	131	142	.....	621	621	621
46 Napanee	99	112	168	178	177	.....	734	734	734
47 Newmarket	102	54	103	106	87	.....	452	452	452
48 Niagara	58	18	43	107	27	.....	253	229	253
49 Niagara Falls	135	72	137	69	140	24	577	577	577
50 North Bay	156	40	57	29	28	12	322	322	322
51 North Toronto	127	111	84	92	36	15	465	465	465
52 Oakville	125	55	46	49	64	.....	339	339	339
53 Orangeville	189	153	124	125	112	...	703	703	703
54 Orillia	265	243	234	235	190	.....	1167	1167	810
55 Oshawa	166	101	183	241	99	.....	790	790	790
56 Owen Sound	281	213	441	235	378	.....	1438	1438	1438
57 Palmerston	145	71	66	71	100	12	465	465	465
58 Paris	132	122	105	128	106	.....	593	593	593
59 Parkhill	88	70	84	42	41	.....	325	325	325
60 Parry Sound	120	91	113	87	82	46	441	539	539
61 Pembroke	128	74	127	93	152	.....	574	574	574

Schools of Ontario.

Pupils in the different branches of instruction.

	Geography	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	283	380	380	75	283	380	380	40	25	25	20	20	
2	315	111	287	94	140	94	382						
3	210	194	155	69	119	110	198	16	16	16	16	16	
4	402	328	402	74	136	74	328						
5	372	497	497	91	138	238	210						
6	764	773	507	105	295	470	1011	105					
7	657	657	657	151	390	304							
8	342	509	342	184	184	184	509	46	28	28	30	46	32
9	142	260	142	49	49	105	79	11	10	10	2		
10	445	701	503	213	88	213	701	....	....	.....	.....	....	88
11	258	430	258	163	163	.....	543	.....	25	25	25	.....	31
12	415	649	290	130	290	415	649	36	36	36	36	36	
13	844	630	1025	346	346	192	630						
14	582	.....	384	114	145	53							
15	1679	1747	800	341	636	1063	1800						
16	560	579	328	110	230	328	579						
17	471	.....	471	111	180	313	450						
18	723	.....	505	439	439	574	562						
19	537	659	370	136	191	410	761	72					
20	379	703	379	78	188	188	703						
21	316	385	316	106	158	54	.....	52	52	52	52	52	
22	282	243	246	87	126	173	489						
23	386	.....	270	106	157	143	.....	54	54	42	42	42	
24	266	265	168	112	115	165	165	65	5	5	5	5	
25	239	84	166	45	121	84	84	.....	.....	.....	.....	.....	84
26	238	415	238	84	145	145	415						
27	261	214	182	97	122	144	406						
28	922	382	922	343	692	751	.....	54	17	17			
29	517	513	440	128	285	440	191						
30	557	538	323	265	265	396	803						
31	118	79	118	65	65	.....	.....	25	25	25	25	25	
32	278	124	259	82	161	104	359						
33	321	369	321	80	195	80	464	80	23				
34	764	764	523	141	244	764	764						
35	510	66	376	118	183	448	143	40					
36	237	320	201	25	119	275	70	.....	3	3			
37	728	1018	728	313	473	.....	545	48	48	48			
38	338	.....	338	72	121	72							
39	227	.....	227	28	55	26	.....	2	2	2			
40	57	.....	57	24	24	93	69	10	10	1			
41	468	468	468	75	155	468	468						
42	494	.....	705	98	157	494	.....	20					
43	280	419	419	152	211	233	419	77	77	77	77	77	
44	271	233	271	106	106	57							
45	505	621	273	209	209	621	621						
46	430	213	389	177	97	160	169						
47	296	229	296	87	154	452	452						
48	205	104	134	27	74	149	104						
49	442	442	448	170	399	301	442	24	24	24	24	24	
50	166	322	166	69	41	40	.....	10					
51	329	320	275	98	143	197	376	15	15	9	.....	9	
52	224	226	159	75	88	64	226						
53	464	392	703	112	237	361	703						
54	902	409	543	188	425	323	374	157					
55	481	261	481	99	254	400	373						
56	1438	944	944	613	613	1438	1438	378					
57	320	.....	320	112	71	.....	465	12	12	12	12		
58	461	447	234	106	166	593	447						
59	325	325	325	41	83	325	325						
60	441	134	348	96	176	219	163	46	46	46			
61	574	574	574	152	245	245	574						

II.—TABLE B.—The Public

Number of

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I. and Kindergarten.	1st Reader, Part II.	2nd Reader.	3rd Reader	4th Reader.	5th Reader.			
62 Penetanguishene	137	76	33	49	29	.....	143	280	78
63 Perth	126	63	145	110	99	.....	543	543	543
64 Peterborough	592	295	295	305	347	....	1834	1834	1834
65 Petrolea	401	133	195	241	187	.....	1157	1157	1157
66 Picton	140	97	122	135	105	.....	599	599	599
67 Port Arthur	209	68	61	53	72	...	463	463	463
68 Port Hope	246	170	223	179	177	.....	995	995	666
69 Prescott	94	67	54	58	107	...	380	380	380
70 Rat Portage	154	88	56	70	23	18	409	409	409
71 Ridgetown	69	58	119	120	126	.....	492	492	492
72 Sandwich	89	39	92	32	32	.....	284	284	284
73 Sarnia	405	220	242	164	261	.....	1292	1292	1292
74 Sault Ste. Marie	149	81	77	87	48	30	472	472	472
75 Seaforth	102	63	92	120	228	.....	605	605	605
76 Simcoe	122	38	117	118	133	.....	528	528	528
77 Smith's Falls	278	103	185	191	111	.....	868	868	868
78 Stayner	153	77	93	55	41	42	461	461	461
79 St. Mary's	164	128	202	276	172	.....	845	845	887
80 Strathroy	149	112	105	132	153	.....	651	651	651
81 Thornbury	27	44	53	49	43	20	236	236	236
82 Thorold	85	65	65	93	84	.....	383	383	383
83 Tilsonburg	76	64	67	114	122	.....	443	443	443
84 Toronto Junction	460	175	208	161	131	66	838	838	838
85 Trenton	257	133	143	125	87	.....	745	745	745
86 Uxbridge	119	111	104	93	68	.....	495	495	495
87 Walkerton	145	84	116	126	119	.....	590	590	590
88 Walkerville	74	54	40	35	32	.....	235	235	235
89 Waterloo	219	50	124	96	72	.....	561	561	561
90 Welland	131	85	120	121	66	.....	500	523	400
91 Whitby	128	45	93	117	158	.....	541	541	541
92 Wingham	118	116	78	154	76	72	614	614	614
93 Woodstock	490	423	339	340	269	.....	1861	1861	1861
Total	16289	9705	12041	11723	10457	802	60031	60030	58199
Totals.									
1 Counties, etc	73870	49612	63808	66520	60713	9182	367389	311444	281060
2 Cities	15121	8931	12733	13610	10342	2745	62531	63403	63298
3 Towns	16289	9705	12041	11723	10457	802	60031	60030	58199
4 Grand Total, 1892	105280	68248	88582	91853	81512	12729	429951	434877	402557
5 " 1891	108651	70546	89103	93836	80509	12928	434093	440295	398613
6 Increase	....	.....	.....	.....	1003	.....	....	.....	3944
7 Decrease	3371	2298	521	1983	.....	199	4142	5418	... .
8 Percentage	24	15	20	20	18	3	96	97	90

Schools of Ontario.

Pupils in the different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
62	143	324	111	58	16	16	.....	16					
63	354	.....	288	99	153	52	354						
64	1242	1834	652	167	180	1242	1834						
65	1157	1157	1157	187	428	1157	1157						
66	453	444	362	105	156	170	365						
67	215	.....	215	105	125	55							
68	666	582	469	177	315	265	305						
69	219	.....	286	107	107	165							
70	255	298	167	41	111	.....	368	18	18	18	18	18	
71	423	419	423	126	183	126	299						
72	199	105	147	31	62	.....	109						
73	1088	961	853	261	425	655	589						
74	318	348	318	78	165	235	472	30	28	25	6	6	
75	605	605	605	116	53	116	312						
76	309	528	249	133	191	79	431						
77	868	868	868	111	194	868	680						
78	254	289	177	118	118	123	461	42	10	10	10	10	
79	736	942	736	172	448	79	942						
80	390	651	365	153	285	651	651						
81	236	.....	188	69	139	188	236	24	24	24	24	24	188
82	383	383	383	84	177	226	196	5					
83	443	443	303	236	183	236	443						
84	681	838	592	183	223	243	902	60	60	60			
85	488	.....	488	87	212	212	745						
86	283	495	495	111	111	494	495	29					
87	325	345	245	60	119	325	590						
88	168	128	161	32	67								
89	342	.....	342	72	168	72	208						
90	400	400	306	187	66	523	300						
91	342	367	255	213	265	158	423						
92	496	496	496	148	204	148	.....	72	72	72	43	43	
93	948	1861	1861	269	340	948	1861						
	41887	38784	37139	12362	18549	27032	39309	1791	765	712	467	453	423
1	213560	99432	187793	77324	102102	100970	124441	12078	7623	6362	3985	3397	17938
2	53201	59516	49644	10106	15317	32536	59237	6096	1984	2072	317	252	40
3	41887	38784	37139	12362	18549	27032	39309	1791	765	712	467	453	423
4	308648	197732	274576	99792	135968	160538	222987	19965	10372	9146	4769	4102	18401
5	308579	210949	274632	96714	132471	138466	223998	18939	12884	9254	5805	5001	15787
6	69	..	.....	3078	3497	22072	.....	1026	.....	.	.....	.....	2614
7	.....	13217	56	.....	.....	.....	1011	.....	2512	108	1036	899	
8	69	44	61	22	30	36	19	4	2	2	1	1	4

III.—TABLE C.—The

Public School

Counties. (Including Incorporated Villages but not Cities or Towns.)	Total Number.			Annual Salaries.		
	Public School Teachers.	Male.	Female.	Highest Salary Paid.	Average Salary, Male Teacher.	Average Salary, Female Teacher.
				$	$	$
1 Brant	73	29	44	625	416	322
2 Bruce	213	108	105	650	385	267
3 Carleton	134	59	75	600	364	276
4 Dufferin	90	31	59	625	363	282
5 Dundas	97	47	50	750	346	264
6 Durham	112	50	62	600	385	292
7 Elgin	127	48	79	525	400	302
8 Essex	125	65	60	650	402	319
9 Frontenac	147	35	112	500	298	222
10 Glengarry	82	15	67	550	358	237
11 Grey	244	112	132	540	358	280
12 Haldimand	96	42	54	700	392	284
13 Haliburton	56	10	46	500	282	206
14 Halton	77	38	39	625	406	300
15 Hastings	191	62	129	700	389	259
16 Huron	210	123	87	700	405	319
17 Kent	130	61	69	550	411	317
18 Lambton	193	71	122	650	399	300
19 Lanark	133	26	107	600	324	218
20 Leeds and Grenville	247	67	180	700	311	229
21 Lennox and Addington	121	31	90	500	319	236
22 Lincoln	80	35	45	700	411	296
23 Middlesex	209	94	115	700	395	321
24 Norfolk	116	52	64	600	366	278
25 Northumberland	128	59	69	600	362	271
26 Ontario	130	75	55	800	404	302
27 Oxford	129	78	51	600	428	290
28 Peel	87	40	47	575	388	325
29 Perth	116	63	53	600	404	303
30 Peterborough	108	38	70	550	328	265
31 Prescott and Russell	120	28	92	*1100	350	235
32 Prince Edward	84	38	46	550	343	271
33 Renfrew	151	37	114	750	323	228
34 Simcoe and West Muskoka	259	133	126	750	380	274
35 Stormont	76	21	55	480	329	248
36 Victoria and East Muskoka	195	61	134	600	389	241
37 Waterloo	124	66	58	700	446	290
38 Welland	96	29	67	800	402	296
39 Wellington	162	81	81	600	400	291
40 Wentworth	90	43	47	550	428	290
41 York	198	107	91	750	425	300
42 Districts	219	59	160	775	324	254
Total	5775	2367	3408	800	383	269

*Plantagenet Bilingual

Public Schools.

Teachers.

	Total Number of Certificates.	Certificates.							No. of Teachers who have attended Normal Schools.
		Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.	
1	73	5	40	.....	.....	28	.....	.....	40
2	213	3	48	.....	.....	140	22	.....	42
3	134	3	39	.....	.....	83	9	.....	46
4	90	.....	12	.....	1	77	.....	.....	11
5	97	1	23	3	.....	70	.....	.....	69
6	112	1	44	.....	.....	67	.....	.....	42
7	127	.....	54	.....	.....	73	.....	.....	51
8	125	.....	34	.....	.....	84	7	.....	31
9	147	.....	12	1	1	133	.....	.....	9
10	82	.....	12	3	.....	67	.....	.....	13
11	244	.....	66	2	2	166	8	.....	51
12	96	1	42	.....	.....	53	.....	.....	42
13	56	.....	3	.....	.....	48	5	.....	4
14	77	.....	25	2	.....	50	.....	.....	24
15	191	2	44	.....	.....	132	13	.....	45
16	210	2	85	2	.....	121	.....	.....	83
17	130	.....	36	1	.....	93	.....	.....	40
18	193	.....	66	.....	2	125	.....	.....	63
19	133	1	13	2	.....	88	29	.....	14
20	247	1	24	.....	1	192	29	.....	19
21	121	1	15	3	3	97	2	.....	14
22	80	4	35	.....	.....	41	.....	.....	33
23	209	.....	113	.....	.....	96	.....	.....	105
24	116	.....	29	2	4	80	1	.....	29
25	128	2	38	2	3	81	2	.....	34
26	130	4	47	1	.....	78	.....	.....	43
27	129	.....	56	1	.....	72	.....	.....	51
28	87	2	32	.....	.....	53	.....	.....	34
29	116	2	50	.....	.....	64	.....	.....	49
30	108	.....	24	1	2	69	12	.....	16
31	120	1	18	.....	.....	26	75	.....	18
32	84	.....	13	2	.....	68	1	.....	12
33	151	2	13	.....	2	128	6	.....	15
34	259	2	56	.....	1	199	1	.....	45
35	76	.....	10	.....	1	63	2	.....	8
36	195	1	31	.....	.....	158	5	.....	29
37	124	1	63	2	.....	58	.....	.....	58
38	96	1	25	12	.....	58	.....	.....	29
39	162	1	65	3	.....	93	.....	.....	58
40	90	3	37	4	.....	46	.....	.....	39
41	198	2	91	6	.....	98	1	.....	85
42	219	5	20	2	.....	179	13	.....	7
	5775	54	1603	57	23	3795	243	.....	1550

Training School.

III.—TABLE C.—The Public School

Totals.	Total Number.			Annual Salaries.		
	Public School Teachers.	Male.	Female.	Highest Salary Paid.	Average Salary, Male Teacher.	Average Salary, Female Teacher.
				$	$	$
1 Counties, etc.	5775	2367	3408	800	383	269
2 Cities	1140	109	1031	1500	894	402
3 Towns	903	159	744	1000	648	298
4 Grand total, 1892	7818	2635	5183	1500	421	297
5 " 1891	7697	2621	5076	1500	423	296
6 Increase	121	14	107			1
7 Decrease					2	
8 Percentage		34	66			

Public Schools.

Teachers.

	Certificates.								
	Total Number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.	No. of Teachers who have attended Normal Schools.
1	5775	54	1603	57	23	3795	243	.....	1550
2	1140	141	819	9	7	51	....	113	903
3	903	61	525	30	16	253	.. ..	18	565
4	7818	256	2947	96	46	4099	243	131	3018
5	7697	244	2888	104	61	4072	249	79	2886
6	121	12	59	.....	.....	27	.....	52	132
7	.....	.....	.....	8	15	.....	6	.....	.....
8	.....	3	38	1	1	53	3	1	38

IV.—TABLE D.—The

Totals.	Total Number of School Houses.			School Houses.					Title.		School		
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Rented.	Inspectors.	Trustees.	Clergymen.
1 Counties, etc.....	5225	5211	14	1908	492	2366	491	5257	5202	55	10681	9987	4270
2 Cities	157	157	.....	127	24	6	....	157	154	3	2408	2916	510
3 Towns	209	209	.....	149	23	36	1	209	206	3	2218	2572	791
4 Grand total, 1892...	5591	5577	14	2184	539	2408	492	5623	5562	61	15307	15475	5571
5 " 1891...	5548	5537	11	2169	538	2380	500	5587	5519	68	15225	15221	5451
6 Increase.....	43	40	3	15	1	28	....	36	43	....	82	254	120
7 Decrease	.....	.....	.....	.....	...	.....	8	....	.....	7	.....	.....	.....
8 Percentage	.....	.....	.....	39	10	42	9	.....	99	1	18	18	6

Public Schools.

	Visits.		Maps.		Examinations, Prizes.		Lectures.			Trees.	Prayers.				Time open.
	Other persons.	Total.	Number of Schools using Maps.	Total number of Maps.	Number of Examinations.	Number of Schools distributing prizes.	Inspectors.	Other persons.	Total.	Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened and closed with prayer.	Number using Bible.	Imparting Religious instruction, Reg. 81 (7).	Average number of legal teaching days open.
1	33001	57939	5002	39971	3417	601	191	217	408	14018	2907	4825	1801	374	208
2	10902	16736	157	6136	99	103	10	18	28	79	111	157	119	.....	206
3	5587	11168	209	2841	319	38	42	51	93	392	129	203	116	16	206
4	49490	85843	5368	48948	3835	742	243	286	529	14489	3147	5185	2036	390	208
5	50653	86550	5243	48830	4789	801	218	271	489	15697	3151	5158	2079	405	208
6	....	.....	125	118	.....	.....	25	15	40	.....	....	27	....	.....	.....
7	1163	707	.....	.....	954	59	....	....	....	1208	4	.....	43	15	.....
8	58	.....	97	.....	.....	15	45	55	....	.....	57	93	37	7	.....

V.—TABLE E.--The

Counties. (Including incorporated villages, but not cities or towns.)	Receipts. For Teachers' Salaries (Legislative Grant).	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School Purposes.
	$ c.	$ c.	$ c.	$ c.
1 Brant	1950 00	26154 15	17406 69	45510 84
2 Bruce	6312 00	79453 77	28981 25	114747 02
3 Carleton	3782 00	46516 09	13320 82	63618 91
4 Dufferin	3289 00	33687 64	14055 69	51032 33
5 Dundas	2513 00	34675 03	5967 97	43156 00
6 Durham	2816 00	42422 34	14407 71	59646 05
7 Elgin	3488 00	48583 74	21121 03	73192 77
8 Essex	3909 00	51411 38	28554 08	83874 46
9 Frontenac	3586 00	32489 63	15444 28	51519 91
10 Glengarry	2271 00	20921 98	5093 85	28286 83
11 Grey	6761 00	84062 24	25420 40	116243 64
12 Haldimand	2557 00	36236 54	14716 53	53510 07
13 Haliburton	3145 00	8152 77	3806 20	15103 97
14 Halton	2225 00	32777 24	12292 33	47294 57
15 Hastings	6177 00	53861 98	19371 37	79410 35
16 Huron	6196 00	82774 68	24731 55	113702 23
17 Kent	4287 00	55644 11	28747 15	88678 26
18 Lambton	4896 00	72671 61	31232 01	108799 62
19 Lanark	2902 00	22497 25	20326 14	45725 39
20 Leeds and Grenville	5617 00	64700 32	26152 04	96469 36
21 Lennox and Addington	2973 00	27553 91	14261 58	44788 49
22 Lincoln	2492 00	31525 61	12945 66	46963 27
23 Middlesex	6439 00	83194 34	31272 81	120906 15
24 Norfolk	2984 00	42568 01	25864 78	71416 79
25 Northumberland	3751 00	42246 65	16642 04	62639 69
26 Ontario	4585 00	51333 49	16871 39	72789 88
27 Oxford	3785 00	57025 59	29134 89	89945 48
28 Peel	2355 70	32381 18	20927 91	55664 79
29 Perth	3714 00	49676 04	18180 97	71571 01
30 Peterborough	3244 00	33861 06	9453 56	46558 62
31 Prescott and Russell	4259 00	31631 22	12792 14	48682 36
32 Prince Edward	1781 00	25581 25	8070 81	35433 06
33 Renfrew	6218 00	40338 81	15225 85	61782 66
34 Simcoe and West Muskoka	7970 00	90617 98	33228 20	131816 18
35 Stormont	1974 00	21848 00	4079 51	27901 51
36 Victoria and East Muskoka	6321 28	49778 42	17579 21	73678 91
37 Waterloo	3495 50	58733 95	36105 61	98335 06
38 Welland	2399 00	35347 45	25114 16	62860 61
39 Wellington	4877 00	62269 26	22349 68	89495 94
40 Wentworth	3058 00	32602 91	16069 73	51730 64
41 York	5949 00	92876 50	71966 71	170792 21
42 Districts	20306 04	55739 09	15704 15	91749 28
Total	183609 52	1978425 21	844990 44	3007025 17
Cities.				
1 Belleville	1036 00	10716 82	1196 23	12949 05
2 Brantford	1951 25	24000 00	4620 44	30571 69
3 Guelph	1101 00	16479 32	457 97	18038 29
4 Hamilton	5632 25	108624 04	13081 82	127338 11
5 Kingston	1923 75	25000 00	14674 46	41598 21
6 London	3710 00	57850 00	59912 69	121472 69
7 Ottawa	2582 00	77054 20	7527 34	87163 54
8 St. Catharines	916 50	14519 73	406 30	15842 53
9 St. Thomas	1328 00	13301 70	1896 79	16526 49
10 Stratford	1191 50	13200 00	1436 55	15828 05
11 Toronto	18967 00	340426 00	39405 21	398798 21
12 Windsor	1442 00	17268 54	2959 50	21670 04
Total	41781 25	718440 35	147575 30	907796 90

Public Schools.

Expenditure.

	For Teachers' Salaries.	For Sites and building School-houses.	For Maps, Apparatus, Prizes and Libraries.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	24909 65	1935 22	385 30	7412 52	34642 69	10868 15
2	68228 33	7812 56	397 14	15634 59	92072 62	22674 40
3	42411 84	5491 73	627 49	7982 19	56513 25	7105 66
4	27268 14	6822 43	490 81	8766 02	43347 40	7684 93
5	29003 52	3962 48	234 62	6464 57	39665 19	3490 81
6	33509 22	3464 01	338 09	13390 64	50701 96	8944 09
7	43273 15	4149 16	418 30	9037 00	56877 61	16315 16
8	46254 09	9974 86	805 23	12184 85	69219 03	14655 43
9	32560 37	2430 89	511 35	6385 42	41888 03	9631 88
10	20660 18	697 05	63 40	3625 10	25045 73	3241 10
11	75981 73	9639 42	613 74	13473 49	99708 38	16535 26
12	32125 15	2796 79	543 91	7173 56	42639 41	10870 66
13	9835 85	1058 42	47 38	1765 84	12707 49	2396 48
14	27042 83	4894 39	114 52	5973 90	38025 64	9268 93
15	52327 01	3246 83	334 57	8922 17	64830 58	14579 77
16	74433 25	6010 02	1169 89	14042 61	95655 77	18046 46
17	46009 15	4561 56	473 19	12309 29	63344 19	25334 07
18	64358 95	6561 72	690 58	16584 61	88195 86	20603 76
19	31079 21	985 12	429 74	5910 42	38404 49	7320 90
20	61363 44	7824 92	607 32	13640 74	83436 42	13032 94
21	28927 91	2506 02	170 78	6609 05	38213 76	6574 73
22	27739 48	660 74	489 73	6435 72	35325 67	11637 60
23	74070 54	5790 38	458 54	16404 27	96723 73	24182 42
24	36227 70	4728 69	382 61	7691 89	49030 89	22385 90
25	39781 72	3367 87	553 84	9614 00	53317 43	9322 26
26	48882 13	2045 18	302 06	11591 64	62821 01	9968 87
27	48329 68	3372 69	284 76	12156 00	64143 13	25802 35
28	30225 77	7367 38	516 16	7936 94	46046 25	9618 54
29	41664 95	5795 28	1123 13	8837 57	58420 93	13150 08
30	29084 77	3618 88	295 82	6833 87	39833 34	6725 28
31	29426 17	3056 24	130 95	6145 54	38758 90	9923 46
32	24802 51	1129 72	141 40	3901 19	29974 82	5458 24
33	35710 94	4967 71	421 73	7558 70	48659 08	13123 58
34	82933 83	7493 39	861 16	14705 43	105993 81	25822 37
35	20375 06	1368 02	194 25	2868 77	25106 10	2795 41
36	52446 70	4555 14	629 47	3732 26	61363 57	12315 34
37	45628 42	11353 70	460 37	10301 06	67743 55	30591 51
38	31248 05	5660 30	413 05	6059 45	43430 85	19429 76
39	55502 70	3764 47	790 40	12484 36	72541 93	16954 01
40	31330 20	321 01	269 83	7421 25	39348 29	12382 35
41	73584 22	32995 29	1036 69	22027 03	129643 23	41148 98
42	52357 41	5611 78	841 00	13074 96	71885 15	19864 13
	1783272 12	216849 26	20064 30	395061 48	2415247 16	591778 01
1	9484 78	.....	.....	3047 51	12532 29	416 76
2	15304 92	6835 88	1486 81	6685 44	30312 15	259 54
3	11252 88	1917 17	143 97	4724 27	18038 29	
4	73739 63	15445 56	8749 90	29336 20	127271 29	66 82
5	19517 80	13371 33	466 97	7421 01	40777 11	821 10
6	35989 67	21544 47	.....	17056 56	74590 70	46881 99
7	34985 23	15896 81	1807 16	23919 96	76609 16	10554 38
8	10813 06	1109 50	.....	2711 89	14634 45	1208 08
9	11072 00	.....	33 35	3227 14	14332 49	2194 00
10	9326 85	1226 40	.....	5221 59	15774 84	53 21
11	238915 87	12770 36	228 00	131630 28	383544 51	15253 70
12	14717 76	.....	22 60	6123 08	20863 44	806 60
	485119 55	90117 48	12938 76	241104 93	829280 72	78516 18

V.—TABLE E.—The

Towns.	Receipts.			
	For Teachers' Salaries (Legislative Grant).	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Alliston	209 00	2200 00	301 40	2710 40
2 Almonte	269 00	3371 20	3663 89	7304 09
3 Amherstburg	143 00	1600 00	945 90	2688 90
4 Aurora	238 00	2700 00	2162 29	5100 29
5 Aylmer	318 00	5016 40	741 27	6075 67
6 Barrie	652 00	8813 42	277 00	9742 42
7 Berlin	928 00	8688 24	862 30	10478 54
8 Blenheim	207 00	2736 15	41 50	2984 65
9 Bothwell	112 00	112 00	1460 56	1684 56
10 Bowmanville	422 00	5700 00	65 41	6187 41
11 Bracebridge	139 00	3000 00	1169 19	4308 19
12 Brampton	567 00	4400 00	1003 60	5970 60
13 Brockville	837 00	10764 00	1207 92	12808 92
14 Carleton Place	535 00	5000 00	3147 77	8682 77
15 Chatham	1108 75	12346 58	3097 70	16553 03
16 Clinton	451 00	3100 00	456 28	4007 28
17 Cobourg	602 00	4450 00	1089 20	6141 20
18 Collingwood	776 00	8200 00	463 20	9439 20
19 Cornwall	487 00	5597 38	1279 74	7364 12
20 Deseronto	372 00	3262 22	623 50	4257 72
21 Dresden	237 00	3463 00	2414 18	6114 18
22 Dundas	324 25	4214 00	3912 24	8450 49
23 Durham	297 00	2000 00	451 63	2748 63
24 East Toronto		2500 00	280 47	2780 47
25 Essex	188 00	14 65	3088 52	3291 17
26 Forest	349 00	2400 00	639 37	3388 37
27 Fort William	186 00	2343 71		2529 71
28 Galt	1025 00	12000 00	564 34	13589 34
29 Gananoque	436 00	4551 35	175 11	5162 46
30 Goderich	551 00	5412 55		5963 55
31 Gore Bay	148 00	2048 68	180 76	2377 44
32 Gravenhurst	230 00	3800 00	282 89	4312 89
33 Harriston	198 00	2639 00	191 45	3028 45
34 Ingersoll	700 25	6042 00	512 44	7254 69
35 Kincardine	502 00	3950 00	489 56	4941 56
36 Leamington	206 00	3198 00	441 96	3845 96
37 Lindsay	699 00	9147 67	587 39	10434 06
38 Listowel	294 00	3131 00	12	3425 12
39 Little Current	116 00	720 00	1299 24	2135 24
40 Mattawa	86 00	1212 72	283 45	1582 17
41 Meaford	380 00	2650 00	125 80	3155 80
42 Midland	272 00	308 87	2923 19	3504 06
43 Milton	308 00	2121 67	1425 99	3855 66
44 Mitchell	421 00	2654 00	325 13	3400 13
45 Mt. Forest	466 00	2878 00	382 35	3726 35
46 Napanee	549 00	6950 00	601 17	8100 17
47 Newmarket	360 00	2875 00	3450 74	6685 74
48 Niagara	152 00	1569 04	18 69	1739 73
49 Niagara Falls	323 25	5000 00	473 78	5797 03
50 North Bay	51 00	1026 00	1629 40	2706 40
51 North Toronto	147 00	5085 67	17480 34	22713 01
52 Oakville	190 00	2239 17	562 72	2991 89
53 Orangeville	628 00	3800 00	556 07	4984 07
54 Orillia	484 00	7000 00	42 50	7526 50
55 Oshawa	445 00	5310 39	144 86	5900 25
56 Owen Sound	1059 00	8972 50	5852 83	15884 33
57 Palmerston	206 00	2282 70		2488 70
58 Paris	333 00	4118 14	3604 15	8055 29
59 Parkhill	159 00	2900 00	430 42	3489 42
60 Parry Sound	316 00	3200 00	1137 35	4653 35
61 Pembroke	301 00	3516 63	6360 41	10178 04
62 Penetanguishene	463 00	1372 10	194 74	2029 84

Public Schools.

Expenditure.

	For Teachers' Salaries.	For Sites and building School-houses.	For Maps, Apparatus, Prizes and Libraries.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	1878 33	....	.....	485 02	2363 35	347 05
2	3075 00	.....	.....	1426 44	4501 44	2802 65
3	1850 52	24 75	.....	746 87	2622 14	66 76
4	2225 00	.....	.....	683 10	2908 10	2192 19
5	3390 00	1527 95	50	728 19	5646 64	429 03
6	6212 21	1320 00	6 00	2204 21	9742 42	
7	8087 57	....	191 92	2199 05	10478 54	
8	2350 00	.....	29 75	580 09	2959 84	24 81
9	1080 00	.....	.. ..	204 16	1284 16	400 40
10	4904 62	187 15	.....	1023 34	6115 11	72 30
11	2054 05	.....	96 17	2004 45	4154 67	153 52
12	4062 93	....	18 60	1526 98	5608 51	362 09
13	9657 40	.....	.....	2950 31	12607 71	201 21
14	3985 94	100 00	59 76	808 96	4954 66	3728 11
15	10181 07	.....	....	5438 46	15619 53	933 50
16	3047 01	.....	43 45	545 85	3636 31	370 97
17	3891 25	186 55	6 80	1041 60	5126 10	1015 10
18	6136 45	.....	21 30	2305 72	8463 47	975 73
19	3579 82	1246 99	590 71	837 02	6254 54	1109 58
20	2808 91	.....	315 65	475 20	3599 76	657 96
21	2693 00	.....	40 40	459 30	3192 70	2921 48
22	3786 46	208 32	.....	628 62	4623 40	3827 09
23	2022 95	215 39	24 62	257 97	2520 93	227 70
24	1740 65	.....	241 38	729 08	2711 11	69 36
25	1814 13	48 65	....	1385 83	3248 61	42 56
26	2440 00	.....	....	526 04	2966 04	422 33
27	1922 78	.....	.....	606 93	2529 71	
28	9990 72	981 16	45 00	2420 95	13347 83	241 51
29	3853 01	.....	26 80	1198 82	5078 63	83 83
30	4168 14	... .	.....	1795 41	5963 55	
31	1156 25	79 00	....	429 37	1664 62	712 82
32	2444 00	187 50	....	1590 91	4222 41	90 48
33	2125 00	....	35 00	803 13	2963 13	65 32
34	5482 46	.....	17 15	1478 32	6977 93	276 76
35	3729 24	.....	....	1139 55	4868 79	72 77
36	2208 50	667 30	.....	520 81	3396 61	449 35
37	7247 44	432 50	.....	2732 70	10412 64	21 42
38	2812 19	.....	.....	608 93	3421 12	4 00
39	848 75	.....	18 25	511 93	1378 93	756 31
40	865 05	218 81	.....	158 10	1241 96	340 21
41	2603 59	.....	33 70	475 57	3112 86	42 94
42	2588 48	.....	110 08	677 56	3376 12	127 94
43	2295 00	.....	11 70	565 94	2872 64	983 02
44	2880 00	.....	.....	501 88	3381 88	18 25
45	2803 42	.....	27 32	883 30	3714 04	12 31
46	4054 92	....	.....	1365 33	5420 25	2679 92
47	2595 00	485 27	.....	3043 14	6123 41	562 33
48	1300 00	.....	... .	333 35	1633 35	106 38
49	3668 93	....	31 05	1641 64	5341 62	455 41
50	1531 74	557 38	.....	452 79	2541 91	164 49
51	3252 09	16066 36	84 00	1243 45	20645 90	2067 11
52	1730 00	20 39	.....	502 14	2252 53	739 36
53	3999 71	.....	....	834 36	4834 07	150 00
54	5581 72	50	.....	1944 28	7526 50	
55	4425 00	....	6 00	1469 25	5900 25	
56	7708 00	5402 35	114 42	2138 55	15363 32	521 01
57	1850 00	....	.....	638 70	2488 70	
58	3217 42	383 63	.....	1311 85	4912 90	3142 39
59	2175 00	.....	3 82	503 96	2682 78	806 64
60	2952 69	....	.....	756 52	3709 21	944 14
61	3375 00	4875 23	48 15	937 46	9235 84	942 20
62	1235 00	92 25	....	190 82	1518 07	516 77

V.—TABLE E.—The

Towns.	Receipts. For Teachers' Salaries (Legislative Grant).	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
63 Perth	508 00	4158 03	461 08	5127 11
64 Peterborough	873 25	12300 00	11702 10	24875 35
65 Petrolea	516 00	8500 00	2620 00	11636 00
66 Picton	504 00	4200 00	575 83	5279 83
67 Port Arthur	484 00	3542 66	958 58	4985 24
68 Port Hope	738 00	6700 00	306 65	7744 65
69 Prescott	382 00	3057 00	174 56	3613 56
70 Rat Portage	196 00	5036 85	568 20	5801 05
71 Ridgetown	279 00	3000 00	241 70	3520 70
72 Sandwich	144 00	2160 00	4676 08	6980 08
73 Sarnia	840 00	6860 81	1334 65	9035 46
74 Sault Ste. Marie	134 00	3850 00	461 74	4445 74
75 Seaforth	315 00	3550 00	306 73	4171 73
76 Simcoe	535 00	3710 88	683 20	4929 08
77 Smith's Falls	466 00	4528 32	332 14	5326 46
78 Stayner	163 00	2187 89	473 44	2824 33
79 St. Mary's	375 00	3800 00	434 70	4609 70
80 Strathroy	548 00	5050 00	228 50	5826 50
81 Thornbury	95 00	1671 46	570 70	2337 16
82 Thorold	199 00	3709 17	72 57	3980 74
82 Tilsonburg	303 75	37 13	3744 31	4085 19
83 Toronto Junction	521 75	5449 47	12119 26	18090 48
84 Trenton	402 00	4314 50	9 00	4725 50
85 Uxbridge	263 00	3961 45	68 95	4293 40
86 Walkerton	451 00	2936 98	917 97	4305 95
87 Walkerville	260 00	2500 00	371 70	3131 70
88 Waterloo	356 50	5700 00	1608 66	7665 16
89 Welland	380 00	2550 00	884 94	3814 94
91 Whitby	448 00	4594 20	233 34	5275 54
92 Wingham	255 00	2930 00	318 68	3503 68
93 Woodstock	1265 00	16725 97	1699 18	19690 15
Total	37358 75	396948 57	136736 51	571043 83
Totals.				
1 Counties, etc.	183609 52	1978425 21	844990 44	3007025 17
2 Cities	41781 25	718440 35	147575 30	907796 90
3 Towns	37358 75	396948 57	136736 51	571043 83
4 Grand Total, 1892	262749 52	3093814 13	1129302 25	4485865 90
5 " 1891	269940 97	2981447 76	1199535 25	4450923 98
6 Increase		112366 37		34941 92
7 Decrease	7191 45		70233 00	
8 Percentage	6	69	25	

Cost per pupil.

Counties, etc	$7 45
Cities	13 06
Towns	8 51
Province	8 40

Public Schools.

Expenditure.

	For Teachers' Salaries.	For Sites and building School houses.	For Maps, Apparatus, Prizes and Libraries.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
63	3060 00	735 00	.....	1028 30	4823 30	303 81
64	9754 00	2792 89	23 50	12304 96	24875 35	
65	5567 83	2745 92	....	2799 21	11112 96	523 04
66	3648 63	590 43	10 40	939 46	5188 92	90 91
67	2482 02	....	7 00	2348 90	4837 92	147 32
68	5800 00	.....	.....	1886 68	7686 68	57 97
69	2564 35	.....	.....	985 37	3549 72	63 84
70	3009 94	1491 16	232 95	796 12	5530 17	270 88
71	2612 20	....	23 10	885 40	3520 70	
72	1925 90	2496 00	37 44	805 85	5265 19	1714 89
73	6144 28	.....	49 59	2841 59	9035 46	
74	2666 36	300 00	....	944 57	3910 93	534 81
75	3220 00	....	40 00	658 22	3918 22	253 51
76	3462 95	....	84 86	909 36	4457 17	471 91
77	3616 32	.....	... .	1557 45	5173 77	152 69
78	1842 41	7 35	58 26	720 85	2628 87	195 46
79	3318 13	.....	5 50	1027 17	4350 80	258 90
80	4698 61	. .. .	....	1108 45	5807 06	19 44
81	1493 38	... .	30 00	479 78	2003 16	334 00
82	2450 00	....	.....	686 52	3136 52	844 22
83	2753 22	....	18 04	1160 58	3931 84	153 35
84	8528 05	2159 98	702 45	4899 98	16290 46	1800 02
85	3705 33	152 35	348 92	83 17	4289 77	435 73
86	2872 00	150 00	10 51	795 44	3827 95	465 45
87	3458 22	49 25	13 01	774 63	4295 11	10 84
88	1855 50	....	51 81	967 84	2875 15	256 55
89	3296 79	.....	.....	3929 83	7226 62	438 54
90	2783 62	2 45	10 00	1006 34	3802 41	12 53
91	4234 50	..... .	17 55	1023 49	5275 54	
92	2770 80	.....	4 00	525 93	3300 73	202 95
93	9394 00	5290 22	....	4973 39	19657 61	32 54
	334530 85	54478 28	4078 34	126464 39	519551 86	51491 97
1	1783272 12	216849 26	20064 30	395061 48	2415247 16	591778 01
2	485119 55	90117 48	12938 76	241104 93	829280 72	78516 18
3	334530 85	54478 28	4078 34	126464 39	519551 86	51491 97
4	2602922 52	361445 02	37081 40	762630 80	3764079 74	721786 16
5	2564487 32	405537 20	39129 20	788401 25	3797554 97	653369 01
6	38435 20	.....	.....	.....	....	68417 15
7	..... .	41092 18	2047 80	25770 45	33475 23	
8	69	10	1	20		

VI.—TABLE F.—The Roman Catholic

Counties. (Including Incorporated Villages, but not Cities or Towns.)	Number of Schools.	Receipts.				Expenditure.		
		Amount of Legislative Grant for Teachers' Salaries.	Amount received from School Rate on Supporters.	Amount subscribed and from other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for Sites and building School Houses.	Amount paid for Maps, Apparatus, Prizes and Libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	6	354 50	4006 21	3136 53	7497 24	3033 33	2422 84	56 12
2 Carleton	12	404 50	3978 61	995 35	5378 46	2952 00	618 58	8 12
3 Essex	4	152 00	1795 77	616 14	2563 91	1375 00	50 56	6 78
4 Frontenac	5	120 50	1852 90	289 55	2262 95	1410 47	97 90	18 50
5 Glengarry	6	350 50	2483 75	255 49	3089 74	2347 36	168 00	14 27
6 Grey	7	316 00	2134 39	788 15	3238 54	1572 45	233 21	21 45
7 Hastings	6	286 00	2149 39	729 32	3164 71	1433 00	385 66	25 00
8 Huron	6	89 00	1422 29	708 39	2219 68	1635 00	9 35	3 50
9 Kent	6	196 00	3209 45	525 86	3931 31	2261 00	238 27	144 50
10 Lambton	2	99 50	630 25	193 17	922 92	595 00		25 00
11 Lanark	1	45 50	125 00	39 16	209 66	129 00	70 00	
12 Leeds and Grenville	6	220 00	1184 63	1136 10	2540 73	1566 00	334 10	6 87
13 Lennox & Addington	2	25 00	437 42	68 32	530 74	385 00		
14 Lincoln	1	49 00	1012 42	336 54	1397 96	400 00	469 46	9 27
15 Middlesex	4	127 00	1094 26	203 37	1424 63	1138 00	229 60	
16 Norfolk	1	31 50	455 32	295 62	782 44	430 00	51 67	
17 Northumberland	7	162 00	1916 55	207 21	2285 76	1616 00	39 35	
18 Ontario	1	57 50		950 29	1007 79	450 00	349 10	
19 Peel	1	34 50	167 30	81 20	283 00	246 00		
20 Perth	4	126 50	1229 78	397 09	1753 37	1103 76	143 80	
21 Peterborough	2	55 50	494 60	98 69	648 79	475 00	5 30	
22 Prescott and Russell	54	2504 00	15837 00	5590 80	23931 80	14598 99	1672 33	203 18
23 Renfrew	9	747 50	5008 53	2739 58	8495 61	4141 59	1055 99	85 97
24 Simcoe	3	205 00	1049 29	962 07	2216 36	1075 00	603 00	11 85
25 Stormont	5	224 50	1177 62	593 71	1995 83	1500 00		11 36
26 Waterloo	16	328 00	3960 33	2318 10	6606 43	3430 00	798 37	51 15
27 Welland	2	81 50	463 67	227 63	772 80	352 50		10 60
28 Wellington	8	259 50	2990 97	435 72	3686 19	2288 00	615 25	18 35
29 Wentworth	1	73 00	181 00	176 51	430 51	302 75		
30 York	2	110 00	233 13	507 05	850 18	480 00		7 00
31 Districts	11	464 90	2602 41	790 37	3857 68	2211 70	405 38	43 32
Total	195	8300 40	65284 24	26293 08	99877 72	56833 90	11067 07	782 16
Cities.								
1 Belleville	4	229 50	1375 67	521 42	2126 59	1525 00	39 60	
2 Brantford	2	187 00	1475 68	5583 74	7246 42	1200 00	2985 07	20 22
3 Guelph	3	216 50	3135 88	246 85	3599 23	1700 00	774 50	
4 Hamilton	7	826 50	12400 00	6453 08	19679 58	4366 08	2411 75	
5 Kingston	5	525 00	4395 26	12048 10	16968 36	3890 00	6711 20	105 50
6 London	4	441 50	3781 99	4816 92	9040 41	2258 00	5397 00	115 50
7 Ottawa	22	2807 00	31200 00	9272 83	43279 83	21812 00	7542 00	150 00
8 St. Catharines	4	280 50	3771 32	502 00	4553 82	2100 00	1187 50	
9 St. Thomas	1	131 00	1089 93	121 00	1341 93	800 00		
10 Stratford	1	201 50	1996 66	3685 00	5883 16	1400 00	3975 00	25 00
11 Toronto	16	2290 00	33746 42	5882 14	41918 56	17810 00	12903 42	1272 23
Total	69	8136 00	98368 81	49133 08	155637 89	58361 08	43926 84	1688 45

Separate Schools.

	Expenditure.			Pupils.			Attendance.							
	Amount paid for all other purposes.	Total amount expended.	Balances.	Number of Pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
	$ c.	$ c.	$ c.											
1	1269 13	6781 42	715 82	874	488	386	538	62	39	89	127	163	324	132
2	1218 88	4797 58	580 88	971	483	488	458	47	88	198	231	263	146	45
3	864 64	2296 98	266 93	247	136	111	115	47	24	34	48	62	70	9
4	346 77	1873 64	389 31	217	99	118	116	55	20	25	28	69	74	1
5	331 06	2860 69	229 05	604	302	302	308	51	55	82	111	138	191	27
6	362 31	2189 42	1049 12	329	169	160	149	46	59	54	72	86	46	12
7	706 94	2550 60	614 11	268	130	138	128	48	29	45	74	56	60	4
8	423 28	2071 13	148 55	185	96	89	94	51	7	38	33	59	48	
9	630 40	3274 17	657 14	478	258	220	235	50	43	67	109	77	154	28
10	136 73	756 73	166 19	124	72	52	54	44	8	28	32	26	30	
11	9 00	208 00	1 66	30	12	18	10	33	1	14	5	10	.....	
12	375 45	2282 42	258 31	298	143	155	140	47	25	47	62	60	75	29
13	129 79	514 79	15 95	71	36	35	31	47	11	11	17	16	13	3
14	436 44	1315 17	82 79	144	55	89	70	50	5	6	19	63	51	
15	53 39	1420 99	3 64	154	90	64	54	36	9	20	39	50	36	
16	59 77	541 44	241 00	83	53	30	48	58	2	12	13	16	28	12
17	328 32	1983 67	302 09	255	131	124	139	55	7	39	66	75	68	
18	121 81	920 91	86 88	84	47	37	53	62	1	8	23	24	21	7
19	37 00	283 00	.....	41	18	23	18	47	6	5	12	7	6	5
20	333 72	1581 28	172 09	221	114	107	107	48	12	32	49	62	60	6
21	66 79	547 09	101 70	58	22	36	24	45	6	8	11	14	18	1
22	2851 31	19325 81	4605 99	4607	2356	2251	1439	53	462	740	1175	893	1149	188
23	1217 98	6501 53	1994 08	1148	602	546	585	51	111	158	257	250	354	18
24	269 63	1959 48	256 88	220	108	112	116	53	14	27	51	51	65	12
25	476 72	1988 08	7 75	390	205	185	185	48	37	65	89	89	90	20
26	885 70	5165 22	1441 21	677	344	333	403	60	21	69	157	156	210	62
27	102 92	466 02	306 78	115	55	60	58	50	5	9	16	34	51	
28	419 31	3340 91	345 28	540	291	249	281	52	23	75	95	139	176	32
29	120 80	423 55	6 96	39	21	18	12	31	10	11	6	8	4	
30	190 99	677 99	172 19	118	72	46	56	48	5	16	37	43	17	
31	620 16	3280 56	577 12	709	375	334	352	50	96	110	157	170	14	30
	15397 14	84080 27	15797 45	14299	7383	6916	7376	52	1241	2142	3223	3229	3781	683
1	561 93	2126 53	06	420	238	182	219	52	18	57	125	124	86	10
2	433 06	4638 35	2608 07	334	175	159	224	67	7	38	56	73	137	23
3	964 10	3438 60	160 63	380	220	160	249	65	13	31	61	79	196	
4	11510 60	18288 23	1391 35	2016	833	1183	1226	61	10	89	681	584	486	166
5	1427 84	11634 54	5333 82	936	461	475	602	64	24	80	219	298	315	
6	1045 25	8815 75	224 66	690	378	312	468	68	27	54	201	111	253	44
7	13714 47	43218 47	61 36	4980	2559	2421	2978	60	224	547	1216	999	1757	257
8	1254 60	4542 10	11 72	466	250	216	289	62	17	47	90	120	192	
9	415 47	1215 47	126 46	231	113	118	177	77	.....	7	44	69	111	
10	348 00	5748 00	135 16	340	173	167	213	62	4	36	66	59	175	
11	9932 91	41918 56	.....	4463	2324	2139	2674	60	227	528	985	937	1742	44
	41608 23	145584 60	10053 29	15256	7724	7532	9329	62	571	1514	3744	3433	5450	544

VI.—TABLE F.—Roman Catholic

Towns.	Number of Schools.	Receipts.				Expenditure.		
		Amount of Legislative Grant for Teachers' Salaries.	Amount received from School Rate on Supporters.	Amount subscribed and from other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for Sites and building School Houses.	Am't paid for Maps, Apparatus, Prizes and Libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Almonte	1	95 00	1221 27	1057 87	2374 14	945 54	136 28	17 84
2 Amherstburg	2	132 50	1376 22	2907 03	4415 75	925 00	143 40	10 00
3 Barrie	1	132 50	1203 97	779 49	2115 96	1112 00	24 50	.....
4 Berlin	2	171 00	1120 26	1102 22	2393 48	600 00	1118 00	45 72
5 Brockville	3	231 50	2004 16	539 23	2774 89	2112 00	.....	.....
6 Chatham	1	148 50	1787 09	865 17	2800 76	1767 16	630 57	.....
7 Cobourg	1	136 00	807 19	21 57	964 76	800 00	.....	.....
8 Cornwall	3	394 00	4300 00	945 63	5639 63	3140 00	1072 17	.....
9 Dundas	2	142 50	758 25	494 83	1395 58	600 00	.....	.....
10 Galt	1	59 50	508 35	209 64	777 49	325 00	38 51	18 00
11 Goderich	1	47 50	450 00	35	497 85	400 00	.....	28 00
12 Ingersoll	1	89 00	688 40	18 80	796 20	575 00	.....	5 00
13 Lindsay	2	219 50	2539 94	922 95	3682 39	1707 26	10 35	26 51
14 Mattawa	1	363 20	.....	.....	363 20	363 20	.....	.....
15 Newmarket	1	33 00	321 13	295 17	649 30	378 00	20 00	2 60
16 Niagara Falls	1	68 00	730 00	5312 11	6110 11	600 00	4800 00	.....
17 North Bay	1	99 20	1680 26	599 77	2379 23	900 00	.....	16 70
18 Oakville	1	35 50	220 00	79 50	335 00	290 00	.....	.....
19 Orillia	1	113 50	1545 44	1214 34	2873 28	1049 75	302 00	78 00
20 Oshawa	1	62 50	275 65	361 73	699 88	400 00	299 88	.....
21 Owen Sound	1	68 00	868 75	423 12	1359 87	385 88	323 00	83 40
22 Paris	1	42 50	450 34	25 02	517 86	400 00	.....	.....
23 Parkhill	1	32 50	205 00	80 08	317 58	280 00	.....	.....
24 Pembroke	1	230 00	3117 19	240 61	3587 80	2098 75	648 36	47 05
25 Perth	1	109 50	760 00	86 00	955 50	660 00	155 50	.....
26 Peterborough	3	405 50	4320 00	88 26	4813 76	3072 00	63 69	.....
27 Picton	1	38 00	498 31	396 65	932 96	425 00	.....	.....
28 Port Arthur	1	173 00	429 60	695 18	1297 78	910 00	83 27	14 75
29 Prescott	1	130 50	809 50	324 39	1264 39	1049 98	.....	.....
30 Rat Portage	1	64 00	1085 00	62 50	1211 50	400 00	450 00	25 00
31 Sarnia	1	76 00	1011 00	225 00	1312 00	975 00	.....	.....
32 Sault Ste. Marie	1	30 50	794 75	202 63	1027 88	599 60	242 75	19 25
33 St. Mary's	1	37 50	353 90	309 82	701 22	350 00	.....	.....
34 Thorold	1	105 00	1659 02	159 22	1923 24	1150 00	.....	.....
35 Trenton	1	172 50	2200 00	1565 49	3937 99	1769 51	295 00	.....
36 Walkerton	1	39 50	345 31	93 15	477 96	371 00	.....	5 00
37 Waterloo	1	43 50	375 00	16 31	434 81	300 00	.....	6 18
38 Whitby	1	34 50	225 00	146 67	406 17	325 00	23 35	2 00
Total	48	4606 40	43045 25	22867 50	70519 15	34511 63	10880 58	451 00
Totals.								
1 Counties, etc	195	8300 40	65284 24	26293 08	99877 72	56833 90	11067 07	782 16
2 Cities	69	8136 00	98368 81	49133 08	155637 89	58361 08	43926 84	1688 45
3 Towns	48	4606 40	43045 25	22867 50	70519 15	34511 63	10880 58	451 00
4 Grand Total, 1892	312	21042 80	206698 30	98293 66	326034 76	149706 61	65874 49	2921 61
5 " 1891	289	19668 82	187049 96	113668 03	320386 81	157628 56	55118 62	3391 58
6 Increase	23	1373 98	19648 34	.....	5647 95	.....	10755 87	.....
7 Decrease	....	.....	.....	15374 37	.....	7921 95	.....	469 97
8 Percentage	....	7	63	30	.....	52	23	1
Cost per Pupil :								
1 Counties, etc	....	5 88						
2 Cities	....	9 54						
3 Towns	...	7 61						
4 Province	....	7 74						

Separate Schools.

	Expenditure.			Pupils.			Attendance.							
	Amount paid for all other purposes.	Total amount expended.	Balances.	Number of Pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
	$ c.	$ c.	$ c.											
1	1133 61	2233 27	140 87	172	80	92	106	62	6	21	31	42	72	
2	3330 99	4409 39	6 36	295	131	164	164	56	15	30	89	63	98	
3	351 44	1487 94	628 02	252	118	134	159	64	2	20	29	37	118	46
4	457 74	2221 46	172 02	314	148	166	211	68	4	28	44	62	176	
5	548 65	2660 65	114 24	405	196	209	268	66	12	32	79	82	190	10
6	105 00	2502 73	298 03	306	168	138	163	53	18	40	59	61	128	
7	132 55	932 55	32 21	197	101	96	128	66	5	22	33	42	95	
8	1212 15	5424 32	215 31	891	468	423	508	57	84	88	199	212	283	25
9	295 90	895 90	499 68	225	146	79	147	67	1	11	64	51	53	45
10	68 12	449 63	327 86	107	54	53	74	69	3	7	17	23	53	4
11	66 00	494 00	3 85	72	31	41	57	80	.....	.....	.....	29	43	
12	137 14	717 14	79 06	132	68	64	97	73	....	8	17	23	84	
13	510 56	2254 68	1427 71	405	198	207	282	70	5	16	65	116	198	5
14	.....	363 20												
15	67 57	468 17	181 13	71	40	31	39	55	7	11	13	15	25	
16	295 00	5695 00	415 11	156	71	85	107	69	2	11	18	22	103	
17	866 44	1783 14	596 09	185	108	77	102	56	12	19	34	47	69	4
18	45 00	335 00	.....	54	31	23	30	55	1	1	20	19	13	
19	159 32	1589 07	1284 21	256	134	122	174	68	4	16	56	59	112	9
20	.....	699 88	.....	117	62	55	69	60	2	12	28	26	49	
21	158 15	950 43	409 44	136	75	61	67	50	9	26	37	24	39	1
22	100 46	500 46	17 40	77	37	40	48	62	.....	4	25	16	29	3
23	30 17	310 17	7 41	69	34	35	40	57	7	6	13	18	25	
24	466 33	3240 49	327 31	459	273	186	283	62	32	34	102	91	200	
25	130 00	945 50	10 00	163	90	73	101	59	7	14	27	38	77	
26	1408 86	4544 55	269 21	645	334	311	462	71	11	18	76	151	334	55
27	138 69	563 69	369 27	55	28	27	31	56	5	5	13	13	19	
28	268 69	1276 71	21 07	171	56	115	68	39	14	24	33	49	51	
29	214 41	1264 39	.....	197	102	95	134	68	9	12	33	41	98	4
30	263 00	1138 00	73 50	164	82	82	73	45	24	32	53	17	38	
31	300 00	1275 00	37 00	205	110	95	89	43	14	18	53	51	69	
32	20 40	882 00	145 88	80	42	38	51	63	13	13	25	14	15	
33	129 21	479 21	222 01	50	24	26	34	68	.....	...	7	15	28	
34	469 13	1619 13	304 11	182	84	98	130	71	2	14	25	28	105	8
35	191 43	2255 94	1682 05	331	169	162	174	53	20	37	107	74	90	3
36	101 65	477 65	31	169	88	81	94	56	12	25	21	70	41	
37	103 33	409 51	25 30	87	50	37	54	62	3	13	17	15	41	
38	52 80	403 15	3 02	59	31	28	37	63	2	6	11	12	28	
	14329 89	60173 10	10346 05	7911	4062	3849	4855	61	367	694	1573	1766	3289	222
1	15397 14	84080 27	15797 45	14299	7383	6916	7376	52	1241	2142	3223	3229	3781	683
2	41608 23	145584 60	10053 29	15256	7724	7532	9329	62	571	1514	3744	3433	5450	544
3	14329 89	60173 10	10346 05	7911	4062	3849	4855	61	367	694	1573	1766	3289	222
4	71335 26	298837 97	36196 79	37466	19169	18297	21560	58	2179	4350	8540	8428	12520	1449
5	62547 89	278686 65	41700 16	36168	18438	17730	20795	57	2250	4411	8563	7949	12187	808
6	8787 37	11151 32	.....	1298	731	567	765	1	..	...	..	479	333	641
7	.....	.. ..	5503 37	.....	.....	.....	.....	.....	71	61	23			
8	24	.....	....	... ..	.. ...	.....	. .	.....	6	12	23	23	32	4

VII.—TABLE G.—The Roman

Counties. (Including Incorporated Villages, but not Cities or Towns.)	Teachers.					Number in the					
	Number of Teachers.	Male.	Female.	Average Salary, Male.	Average Salary, Female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Bruce	13	3	10	450	177	874	874	843	786	536	709
2 Carleton	18	2	16	263	219	971	723	857	389	329	.....
3 Essex	4	1	3	350	342	247	235	247	247	184	67
4 Frontenac	5	1	4	300	240	217	217	210	199	159	.....
5 Glengarry	10	3	7	344	197	604	573	588	461	300	209
6 Grey	7	1	6	300	251	329	329	329	288	244	71
7 Hastings	6	....	6	....	255	268	223	219	266	155	87
8 Huron	4	....	4	.....	299	185	155	173	132	119	62
9 Kent	8	3	5	358	255	478	469	469	399	269	101
10 Lambton	2	1	1	375	240	124	112	112	104	94	.....
11 Lanark	1	....	1	....	129	30	28	24	24	14	.....
12 Leeds and Grenville	9	....	9	....	203	298	282	282	248	205	113
13 Lennox & Addington	2	....	2	....	212	71	68	71	49	43	.....
14 Lincoln	2	....	2	.	400	144	104	104	104	104	104
15 Middlesex	4	....	4	.....	266	154	153	153	153	125	84
16 Norfolk	1	....	1	.....	430	83	83	83	63	75	83
17 Northumberland	7	1	6	340	212	255	253	252	222	207	87
18 Ontario	1	1	....	450	.....	84	84	84	84	68	.....
19 Peel	1	...	1	.....	240	41	41	41	41	19	.....
20 Perth	4	....	4	.....	276	221	205	213	201	176	.....
21 Peterborough	2	....	2	.....	238	58	45	45	42	38	24
22 Prescott and Russell	71	10	61	265	202	4607	3782	3912	2877	2177	1308
23 Renfrew	17	5	12	335	199	1148	1124	1124	1033	605	678
24 Simcoe	4	2	2	288	250	220	220	220	220	123	147
25 Stormont	6	1	5	245	256	390	378	371	306	257	109
26 Waterloo	12	3	9	410	246	677	670	639	583	435	563
27 Welland	2	....	2	.....	200	115	115	115	115	88	115
28 Wellington	10	....	10	.....	228	540	489	531	446	367	287
29 Wentworth	1	1	....	285	.....	39	39	39	39	39	.....
30 York	2	....	2	.....	240	118	103	118	99	83	28
31 Districts	12	3	9	361	200	709	600	586	430	248	179
Total	248	42	206	332	220	14299	12776	13054	10650	7885	5215
Cities.											
1 Belleville	6	1	5	525	200	420	420	420	420	220	351
2 Brantford	4	1	3	600	200	334	334	334	334	334	334
3 Guelph	7	1	6	500	200	380	380	380	380	380	380
4 Hamilton	35	3	32	300	100	2016	2016	2016	2016	1551	2016
5 Kingston	18	6	12	265	150	936	874	894	911	777	647
6 London	14	1	13	700	120	690	690	690	690	690	626
7 Ottawa	92	38	54	355	160	4980	4809	4939	4223	3242	3360
8 St. Catharines	10	4	6	300	150	466	466	466	466	365	466
9 St. Thomas	4	....	4	.....	200	231	231	231	231	231	231
10 Stratford	6	....	6	.....	234	340	340	340	340	322	306
11 Toronto	78	22	56	300	203	4463	4463	4463	4463	4301	4149
Total	274	77	197	340	165	15256	15023	15173	14474	12413	12866

Catholic Separate Schools.

	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill (with Calisthenics).	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and Prizes. No. of Maps.	No. of Schools using Maps.	No. of Schools giving Prizes.	Arbor Day. No. of Trees planted on Arbor Day.
1	505	99	259	345	586	106	5	....	.....	5	132	35	6	2	20
2	349	39	84	277	.....	19	1	1	.....	.	.....	62	11	1	21
3	146	57	56	77	168	2	3	...	...	.....	41	41	5	2	
4	185	48	75	6	36	5	5	5	2	2	.....	37	5	1	8
5	269	71	77	23	252	9	7	...	..	.....	16	43	5	2	12
6	294	79	123	58	175	5	4	4	....	....	16	48	7	3	102
7	117	49	90	75	147	21	4	4	3	3	41	39	6	....	7
8	89	34	67	12	111	6	8	5	.....	.....	12	32	4	2	24
9	224	90	128	127	151	37	2	2	....	.....	59	17	4	1	
10	88	42	71	.....	35	12	5	5	....	.....	40	7	1	3	3
11	14	14	5	..	....	..	.....	..	....	....	.	8	1	....	4
12	182	93	101	90	117	36	26	16	3	3	9	51	6	1	
13	36	17	14	7	58	.....	.....		.....	.....	... .	15	2	1	
14	104	20	47	..	104	....	.....	....	.....	....	6	7	1		
15	125	33	43	33	140	1	4	4	1	3	93	23	3	1	
16	66	25	41	41	83	5	...	5	.....	...	41	5	1	1	10
17	143	72	78	2	42	...	3	2	.....	...	.....	37	6	....	3
18	60	41	41	28	68	5	3	3	3	3	28	8	1	....	3
19	19	12	19	.....	...	...	.....	...	.....	.....	..	10	1		
20	156	49	96	.....	..	1	2	1	.....	.....	17	32	4		
21	38	5	3	..	14	3	.....	...	.....	....	2	12	2	2	
22	1733	174	721	246	876	133	6	12	1	1	156	255	50	25	74
23	600	267	369	318	406	110	11	15	....	.....	17	43	9	5	37
24	105	24	44	24	83	5	5	5	5	5	20	13	3	1	10
25	197	58	55	..	93	15	11	16	.....	.....	15	27	5	2	
26	358	76	223	59	507	16	1	1	..	. .	72	56	7	4	29
27	88	47	68	46	115	.....	4	4	63	21	21	17	2	...	5
28	339	149	163	21	276	12	2	2	.....	.....	107	63	8	....	10
29	23	11	18	....	...	....	.....	.....	....	....		5	1		
30	39	4	4	.	65	..	.....	.....	.. ..	....	.....	12	2		
31	254	66	109	26	362	39	.	...	.....	.....	37	37	8	4	21
	6846	1865	3292	1951	5070	603	122	112	81	46	998	1097	177	64	403
1	420	38	153	153	420	...	.....	.....	.....	.....	.....	33	4	4	
2	334	105	164	105	334	..	...	...	.....	....	....	19	2		
3	380	83	133	177	313	50	..	...	...	...	.....	34	3		
4	1194	723	723	723	1194	432	102	68	20	20	.....	80	7	7	
5	552	192	340	127	445	49	30	32	.....	.....	..	72	5	5	
6	574	192	256	264	690	109	..	.....	...	.....	.....	39	4		
7	2742	545	2146	3667	3296	644	150	100	29	16	85	230	20	20	28
8	365	104	196	466	466	70	....	.....	....	.....	.....	32	3		
9	131	53	71	71	231	15	.....	...	....	.....	.....	11	1	1	
10	185	73	113	33	306	..	.....	....	.....	....	.....	13	1		
11	3467	1005	1328	1808	3935	237	170	170	.....	.. ..	....	229	16		
	10344	3113	5623	7594	11660	1606	452	370	49	36	85	592	66	37	28

VII.—TABLE G.—The Roman

Towns.	Teachers.					Number in the					
	Number of Teachers.	Male.	Female.	Average salary, Male.	Average salary, Female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Almonte	3	1	2	500	205	172	172	172	172	100	172
2 Amherstburg	4	....	4	.....	231	295	295	295	295	149	295
3 Barrie	3	1	2	550	250	252	252	252	252	147	73
4 Berlin	6	....	6	....	100	314	314	314	314	235	.....
5 Brockville	8	2	6	475	200	405	405	405	405	221	405
6 Chatham	5	1	4	700	256	306	306	306	306	225	306
7 Cobourg	4	....	4	.....	200	197	197	197	197	113	197
8 Cornwall	12	1	11	720	220	891	891	891	891	891	423
9 Dundas	4	....	4	.....	200	225	225	225	225	225	225
10 Galt	1	....	1	.....	325	107	77	70	65	40	77
11 Goderich	2	....	2	.....	200	72	72	72	72	72	72
12 Ingersoll	2	....	2	.....	288	132	132	132	132	132	132
13 Lindsay	10	1	9	400	149	405	394	394	394	273	138
14 Mattawa	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
15 Newmarket	1	1	....	375	....	71	71	71	71	38	.....
16 Niagara Falls	3	....	3	.....	200	156	100	100	100	83	156
17 North Bay	3	....	3	.....	300	185	185	185	185	185	185
18 Oakville	2	....	2	.....	145	54	54	54	54	54	54
19 Orillia	3	....	3	.....	350	256	256	256	256	171	256
20 Oshawa	2	....	2	.....	200	117	117	117	117	117	117
21 Owen Sound	2	....	2	.....	193	136	116	116	116	116	.....
22 Paris	2	....	2	....	200	77	77	77	77	77	77
23 Parkhill	1	....	1	.....	280	69	69	69	69	40	40
24 Pembroke	8	1	7	500	225	459	459	459	459	459	242
25 Perth	2	1	1	450	210	163	163	163	163	120	.....
26 Peterborough	11	1	10	700	249	645	645	645	645	568	587
27 Picton	1	....	1	.....	400	55	55	55	55	33	55
28 Port Arthur	3	....	3	.....	300	171	171	119	119	84	13
29 Prescott	4	1	3	500	190	197	197	197	197	181	97
30 Rat Portage	5	1	4	400	150	164	136	138	13	102	144
31 Sarnia	4	....	4	.....	244	205	205	205	205	112	.....
32 Sault Ste. Marie	1	....	1	.....	350	80	80	80	80	52	80
33 St. Marys	1	....	1	....	350	50	50	50	50	41	50
34 Thorold	5	1	4	500	150	182	182	182	161	133	182
35 Trenton	6	1	5	500	248	331	331	331	331	180	109
36 Walkerton	3	....	3	....	125	169	169	169	169	102	169
37 Waterloo	2	....	2	.....	150	87	87	87	87	87	.....
38 Whitby	1	1	....	325	.....	59	59	59	59	43	.....
Total	140	16	124	504	214	7911	7766	7709	7558	6001	5128
Totals.											
1 Counties, etc	248	42	206	332	220	14299	12776	13054	10650	7885	5215
2 Cities	274	77	197	349	165	15256	15023	15173	14174	12413	12866
3 Towns	140	16	124	504	214	7911	7766	7709	7558	6001	5128
4 Grand Total, 1892	662	135	527	356	198	37466	35565	35936	32682	26299	23209
" 1891	639	134	505	358	200	36168	34184	34675	31798	26546	24710
6 Increase	23	1	22	.....	....	1298	1381	1261	884	....	..
7 Decrease	....	....	....	2	2	.....	.....	.....	.....	247	1501
8 Percentage	....	21	79	.....	....	100	95	96	87	70	62

Catholic Separate Schools.

	different branches of instruction.											Maps and Prizes.			Arbor Day.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene	Drill (with Calisthenics).	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	No. of Maps.	No. of Schools using Maps.	No. of Schools giving Prizes.	No. of Trees planted on Arbor Day.
1	100	79	79	.....	.....	..	..	.....	.....	....	.....	7	1	1	
2	154	75	94	....	295	15	15	12	.....	.....	.....	25	1		
3	147	80	80	80	147	.	....	.....	.....	.....	.....	10	1		
4	160	40	96	.....	154	9	.....	.....	.....	.....	.....	17	2	2	
5	221	137	137	137	405	.. ..	.....	.....	.. ..	....	.....	12	1		
6	225	130	130	225	306	130	.....	.....	.....	.....	.....	19	1		
7	197	47	47	47	.....	.....	.....	.....	.....	.....	.....	18	1	1	
8	891	71	143	107	891	.....	.....	.....	.....	.....	.....	19	3		
9	145	54	100	80	103	9	.....	.....	.....	.....	.....	18	2		
10	45	15	15	6	90	.. ..	.....	.....	.....	.....	.....	6	1		
11	72	41	41	72	72	34	.....	.....	.....	.....	.....	8	1	1	
12	93	34	70	34	132	34	.....	.....	.....	.....	....	6	1		
13	334	66	40	.....	.....	14	14	14	.....	.....	.....	54	2		
14															
15	22	8	22	1	22	.. ..	.....	.....	.....	.....	.....	10	1		
16	83	38	61	61	156	15	12	6	.....	.....	.....	12	1		
17	91	49	49	10	77	2	2	2	.....	.....	15	7	1	1	
18	44	22	22	22	54										
19	141	70	91	.....	256	.....	....	.....	.....	.....	70	11	1	1	
20	56	37	56	17	117	.....	.....	.....	.....	.....	.....	18	1	1	
21	62	38	62	...	.	.....	.....	.....	.....	.....	.....	8	1		
22	66	38	38	38	77	.....	.....	.....	.....	.....	.....	9	1	1	
23	40	17	28	28	69	.....	.....	.....	.....	.....	.....	6	1	1	
24	459	68	147	34	186	....	....	. ....	.....	....	. ....	34	1	1	
25	162	41	60	60	163	7	1	.....	.....	....	.....	7	1		
26	568	109	205	190	587	.....	. .	.....	.....	.....	.... .	56	3	3	
27	45	18	33	6	55	....	.....	....	....	.. ..	..	6	1	1	
28	84	63	84	84	171	6	.....	.....	.....	.....	37	5	1		
29	138	61	97	.....	.....	.....	.....	.....	.....	...	.....	13	1		
30	102	13	45	58	164	4	....	.....	.....	.....	.....	4	1	1	
31	112	41	82	82	205	.....	.....	.....	.. ..	.....	....	11	1	1	
32	52	2	17	.....	.....	....	.....	.....	.....		.....	7	1		
33	30	8	30	.....	.....	..	....	.....	.....	...	.....	10	1		
34	133	44	60	.....	182	10	10	10	....	.... .	22	20	1		
35	89	33	91	.....	331	.....	.....	.....	.....	.. ...	.....	15	1		
36	102	23	71	32	169	.....	.....	..	.....	.....	.....	30	1	1	
37	57	7	14	.....	87	4	..	.....	.....	.. ..	....	10	1	1	
38	43	18	31	.....	43	....	.....	....	.....	..	.....	10	1		
	5565	1735	2568	1511	5666	293	54	44	.....	.....	144	538	43	19	
1	6846	1865	3292	1951	5070	603	122	112	81	46	998	1097	177	64	403
2	10344	3113	5623	7594	11660	1606	452	370	49	36	85	592	66	37	28
3	5565	1735	2568	1511	5666	293	54	44	.....	.... .	144	538	43	19	
4	22755	6713	11483	11056	22396	2502	628	526	130	82	1227	2227	286	120	431
5	21781	6434	11098	13351	22906	2027	606	516	232	18	643	2316	272	121	282
6	974	279	385	.....		475	22	10	....	64	584	....	14	....	149
7	.....	.....	.....	2295	510	....	....	.....	102	.....	.....	89	....	1	
8	61	18	30	29	60	7	2	2	.....	.....	3	6	1	....	1

VIII.—TABLE H —The

Collegiate Institutes.	No. of Collegiate Institutes.	Receipts. Legislative Grants for Teachers' Salaries.	Municipal Grants (County).	Municipal Grants (Local).	Fees.	Balances and other sources.	Total Receipts.	Expenditure. Teachers' Salaries.	Buildings, Sites, Rent, Repairs, etc.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Aylmer	1	974 16	1000 00	1937 00	152 00	662 72	4725 88	3587 50	153 66
2 Barrie	1	1148 65	2034 35	1750 00	1441 25	1786 52	8160 77	4918 77	332 88
3 Brantford	1	1433 98	....	4700 00	2266 50	1308 31	9708 79	7352 32	202 03
4 Brockville	1	1285 58	1000 00	4750 00	101 25	338 80	7475 63	5591 70	.....
5 Chatham	1	1423 33	1861 48	3924 00	1775 80	482 00	9466 61	6505 35	1004 05
6 Clinton	1	1105 94	1449 78	1600 00	725 50	1973 19	6854 41	4136 50	377 06
7 Cobourg	1	1106 89	829 82	2500 00	1065 20	1161 79	6663 70	4604 00	185 22
8 Collingwood	1	1196 46	1196 46	2744 83	1210 50	94 15	6442 40	5181 50	159 05
9 Galt	1	1392 93	1392 93	2635 00	2452 00	5002 34	12875 20	6918 52	249 81
10 Goderich	1	952 70	1225 64	3500 00	1319 25	527 10	7524 69	4650 00	213 82
11 Guelph	1	1293 66	.... ..	4987 44	848 00	601 80	7730 90	6232 59	.....
12 Hamilton	1	1456 74	....	11065 73	4383 25	1571 81	18477 53	15425 90	454 33
13 Ingersoll	1	1060 08	1117 32	1722 00	816 75	577 34	5293 49	4035 99	251 65
14 Kingston	1	1270 79	..	3500 00	2353 50	1350 40	8474 69	6393 98	137 40
15 Lindsay	1	1444 48	2307 00	2900 00	2522 00	66 01	9239 49	6624 85	289 64
16 London	1	1480 34	851 87	40414 40	437 22	6269 23	49453 06	12909 33	2123 20
17 Morrisburg	1	1166 50	2500 00	2295 32	.....	24 45	5986 27	5342 78	127 20
18 Napanee	1	1226 03	2650 00	....	213 75	4939 80	9029 58	5287 90	601 46
19 Ottawa	1	1452 87	.. ...	8686 00	5063 08	4553 44	19755 39	11706 61	5080 12
20 Owen Sound	1	1461 35	2121 35	4583 00	2639 00	267 91	11072 61	8735 00	.....
21 Perth	1	1138 76	1219 00	....	148 00	3303 21	5808 97	4675 00	24 50
22 Peterborough	1	1343 93	....	6000 00	2865 50	745 87	10955 30	6996 75	1100 00
23 Ridgetown	1	1147 05	2018 55	1200 00	774 20	340 73	5480 53	4225 00	65 24
24 Sarnia	1	1160 71	....	3350 00	.... ..	4199 05	8709 76	5000 00	494 87
25 Seaforth	1	1205 28	1396 04	1800 00	1305 00	340 98	6047 30	4928 05	292 97
26 Stratford	1	1415 47	1000 00	5000 00	1576 00	1708 47	10699 94	7125 00	650 71
27 Strathroy	1	1319 36	1430 64	1800 00	2329 00	957 92	7836 92	6318 00	46 67
28 St. Catharines	1	1392 86	1000 00	5400 00	539 50	249 75	8582 11	6303 72	746 98
29 St. Mary's	1	1138 04	1223 75	1925 18	1360 25	202 57	5849 79	4587 50	529 33
30 St. Thomas	1	1369 38	1951 26	5948 30	218 00	188 00	9674 94	6360 00	1727 82
31 Toronto (Harbord st.)	1	728 88	....	11466 60	5591 50	19354 21	37341 25	13152 27	18765 79
32 Toronto (Jameson ave.)	1	1479 31	.....	13776 66	5218 00	2671 26	23145 23	15047 23	1513 21
33 Toronto (Jarvis st.)	1	1491 27	.. ...	19166 68	5696 00	2327 74	19681 69	16163 68	48 20
34 Whitby	1	1136 49	1510 99	2402 27	668 25	....	5718 00	4748 93	212 42
35 Woodstock	1	1343 19	1413 22	2800 00	2120 50	204 75	7881 66	6124 33	230 44
1 Total, 1892	35	44143 44	37701 45	183230 47	62195 50	70553 62	397824 48	247896 55	38411 73
2 " 1891	33	43647 79	29024 27	224927 85	57420 44	59283 88	414304 23	221476 34	88442 47
3 Increase	2	495 65	8677 18		4775 06	11269 74		26420 21	..
4 Decrease	....	....	....	41697 38	.. ..		16479 75	.. ..	50030 74
5 Percentage	....	11	10	46	16	17	....	70	10

Cost per pupil. $31.63.

Collegiate Institutes.

	Expenditure.				Pupils Attending.			Average Attendance.	Percentage of Average to Total Attendance.	Charges per Year.
	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.			
	$ c.	$ c.	$ c.	$ c.						
1	24 00	960 72	4725 88	.....	108	121	229	140	61	Free.
2	94 34	2314 78	8160 77	.....	122	83	205	118	58	$10.
3.		1034 86	8589 21	1119 58	150	179	329	186	57	Res. $10 ; non-res. $16.
4	39 23	1463 05	7093 98	381 65	153	155	308	179	58	Co. pupils 25c. per mo.; free to others.
5	149 47	1298 90	8957 77	508 84	162	210	372	234	63	$9.
6	173 31	1248 57	5935 44	918 97	68	84	152	88	58	$6, $8, $10.
7	117 70	1706 15	6613 07	50 63	63	87	150	91	61	Co. $7.50 ; other Co. $14 ; Dist. 12.
8	5 00	1034 93	6380 48	61 92	134	136	270	132	49	Free.
9..	....	5650 15	12838 48	36 72	145	144	289	186	64	Co. $10 ; res. $14 ; non-res. $14.
10	543 38	518 69	5925 89	1598 80	130	127	257	162	63	Res. $5, $7, $10; non-res. $8, $10, $12; Co. $6, $8, $10.
11	.....	1474 71	7707 30	23 60	123	131	254	155	61	Res. Free ; non-res. $20.
12..	. .	2597 30	18477 53	.....	286	465	751	484	62	$20.
13	97 05	565 15	4949 84	343 65	87	79	166	106	65	$7.50.
14	59 14	1884 07	8474 59	10	216	114	330	203	62	$10.
15	264 71	1560 69	8739 89	499 60	170	178	348	194	56	Res. $10 ; non-res. $20.
16	401 05	2732 33	18165 91	31287 15	342	356	698	392	56	City res. Free ; Co. res. 75c. per mo.; other Co. $3, $10.
17	73 15	443 14	5986 27	.....	117	121	238	161	67	Free.
18	26 00	1019 70	6935 06	2094 52	125	154	279	187	67	Res. Free ; non-res. $10.
19	223 38	2704 47	19714 58	40 81	250	197	447	265	59	Res. $15 ; non-res. $27.
20	642 64	1326 19	10703 83	368 78	199	242	441	253	58	$7, $10, $15.
21	92 64	793 15	5585 29	223 68	75	128	203	130	65	Res. Free ; non-res. $16 ; Co. $10.
22	129 50	2144 97	10371 22	584 08	151	124	275	183	66	$10, $25.
23	...	739 15	5029 39	451 14	112	106	218	121	56	$6.
24	345 63	2869 26	8709 76	.....	113	168	281	166	59	Res. Free ; non-res. $1 per mo. Co. $1 per mo.
25	56 36	686 58	5963 96	83 34	109	114	223	148	66	$6, $8, $10.
26	147 61	1497 39	9420 71	1279 23	177	188	365	228	62	Res. and Co. $6 ; non-res $20.
27	367 84	1029 57	7762 08	74 84	174	142	316	208	66	$10.
28..	. .	1358 75	8409 45	172 66	168	206	374	223	60	Co. res. Free ; outside Co. $16.
29	323 33	409 27	5849 43	36	133	120	253	156	62	Town $5 ; Co. $6 ; other Co. $15.
30	.....	1587 12	9674 94	.....	144	180	324	213	66	Free.
31	1449 76	3973 43	37341 25	.....	237	274	511	283	55	Res. $20 ; non-res. $26.
32	11 20	6573 59	23145 23	.....	196	213	409	237	58	Res. $20 ; non-res. $26.
33	297 29	3262 52	19681 69	.....	259	190	449	261	58	$20.
34	15 00	741 65	5718 00	.....	94	89	183	117	64	$6 to $6.75.
35	120 69	1401 83	7877 29	4 37	152	194	346	206	60	Town and Co. $7.50 ; other Co. $10
1	6200 40	63106 78	355615 46	42209 02	5444	5799	11243	6796	60	11 Free. 24 Fee.
2	5060 30	67550 90	382530 01	31774 22	5066	5173	10239	6319	62	8 Free. 24 Fee.
3	1140 10	....	....	10434 80	378	626	1004	477	....	3 Free.
4	.....	4444 12	26914 55	.....	....	....	.....	....	2	
5	2	18	.....	.....	49	51				

VIII.—TABLE H —The

High Schools.	No. of High Schools.	Receipts.						Expenditure.	
		Legislative Grants for Teachers' Salaries.	Municipal Grants (County)	Municipal Grants (Local).	Fees.	Balances and other sources.	Total Receipts.	Teachers' Salaries.	Buildings, Sites, Rent, Repairs, etc.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Alexandria	1	428 54	550 00	650 00	.....	609 17	2237 71	1475 00	.. ..
2 Almonte	1	705 24	705 24	2625 69	328 00	2180 41	6544 58	3101 19	600 00
3 Arnprior	1	621 82	621 82	1955 45	34 80	913 99	4147 88	2429 07	60 66
4 Arthur	1	493 23	493 23	650 00	478 75	677 22	2792 43	1579 65	144 55
5 Athens	1	734 38	1271 87	1400 00	131 75	1975 73	5513 73	3041 13	14 30
6 Aurora	1	650 82	700 00	3300 00	958 50	903 73	6513 05	2477 38	3161 25
7 Beamsville	1	485 94	600 00	528 00	51 00	36 21	1701 15	1380 83	3 80
8 Belleville	1	803 32	.....	3483 18	93 00	6 00	4385 50	4111 74	44 04
9 Berlin	1	858 02	2058 02	1766 67	722 40	705 29	6110 40	4638 00	478 80
10 Bowmanville	1	893 17	893 17	2201 00	726 85	1762 21	6416 40	4090 00	314 11
11 Bradford	1	554 69	1313 19	.....	803 00	4915 32	7586 20	2055 00	3975 00
12 Brampton	1	819 91	1516 91	1400 00	1638 65	2625 17	8000 64	4575 44	332 78
13 Brighton	1	470 72	753 72	800 00	70 00	828 09	2922 56	1470 87	56 31
14 Caledonia	1	577 57	1500 95	600 00	470 50	874 67	4023 69	2282 68	349 16
15 Campbellford	1	623 55	308 50	.... ..	588 00	1681 87	3201 92	2403 52	35
16 Carleton Place	1	689 80	689 80	2500 00	195 00	1912 04	5986 64	3669 89	67 53
17 Cayuga	1	454 06	946 56	450 00	219 00	157 03	2226 65	1560 00	203 37
18 Colborne	1	472 07	612 17	704 60	144 00	711 56	2644 40	1500 90	47 70
19 Cornwall	1	783 38	1950 00	1950 00	142 60	1919 55	6744 93	3600 00	270 53
20 Deseronto	1	769 01	769 01	2600 00	.....	845 92	4983 94	2975 00	423 18
21 Dundas	1	617 26	897 26	900 00	833 00	1337 23	4584 75	2395 15	78 78
22 Dunnville	1	590 78	590 78	800 00	322 50	1212 03	3516 09	2391 67	411 81
23 Dutton	1	636 43	900 00	739 05	.....	1703 27	3978 75	2828 23	160 38
24 Elora	1	518 95	579 29	1100 00	371 10	1107 39	3676 73	2050 00	1118 45
25 Essex	1	646 65	1117 01	1100 00	.....	165 19	3028 85	2374 00	300 79
26 Fergus	1	544 55	544 55	1200 00	319 00	535 40	3143 50	1945 48	64 98
27 Forest	1	580 88	1810 90	1000 00	619 50	1951 05	5962 33	2265 63	1197 96
28 Gananoque	1	538 32	738 32	1338 65	51 25	.....	2666 54	2196 81	171 65
29 Georgetown	1	619 60	740 58	1129 27	905 00	.....	3394 45	2410 64	226 83
30 Glencoe	1	679 14	953 99	600 00	1067 75	144 18	3445 06	2729 28	80 55
31 Gravenhurst	1	905 50	...	804 00	305 00	127 98	2142 48	1350 84	27 16
32 Grimsby	1	441 62	600 00	250 00	161 75	79 51	1532 88	1222 64	29 96
33 Hagersville	1	623 31	1062 62	800 00	368 50	707 00	3558 43	2275 23	111 08
34 Harriston	1	710 37	950 28	1140 00	1266 35	417 60	4484 60	3116 68	307 19
35 Hawkesbury	1	486 51	733 39	800 00	30 00	61 71	2111 61	1464 17	298 00
36 Iroquois	1	675 27	1900 00	829 25	.. ....	122 61	3527 13	2770 00	135 82
37 Kemptville	1	711 40	911 40	1197 37	643 25	.....	3463 42	2913 00	41 08
38 Kincardine	1	767 72	1568 10	1100 00	1100 50	151 77	4688 09	3648 10	328 34
39 Listowel	1	680 39	1044 57	1000 00	790 00	523 03	4037 99	2713 82	85 31
40 Lucan	1	664 23	984 10	600 00	833 50	276 94	3358 77	2592 04	70 17
41 Madoc	1	552 17	552 17	600 00	210 00	484 89	2399 23	1975 10	16 89
42 Markham	1	590 13	700 00	500 00	1384 00	484 53	3658 66	2676 52	359 83
43 Meaford	1	687 59	1078 59	1200 00	802 25	100 00	3868 43	2580 00	253 23
44 Mitchell	1	702 10	702 10	1500 00	606 50	1806 81	5317 51	2759 28	....
45 Mount Forest	1	698 58	698 58	1000 00	668 00	118 86	3184 02	2463 42	20 00
46 Newburgh	1	534 99	2066 43	200 00	..	618 80	3420 22	2266 66	262 77
47 Newcastle	1	426 96	426 96	1150 00	117 10	765 40	2886 42	1400 00	495 95
48 Newmarket	1	630 89	700 00	600 00	989 50	680 39	3600 78	2458 00	368 72
49 Niagara	1	463 21	600 00	400 00	.. ....	566 64	2029 85	1325 00	7 71
50 Niagara F. S.	1	510 77	702 29	8999 62	239 50	680 73	11132 91	1991 72	3952 15
51 Norwood	1	587 47	1138 21	1768 00	373 50	5464 67	9331 85	2144 49	5121 88
52 Oakville	1	497 10	497 10	724 84	486 50	973 05	3178 59	1800 00	68 94
53 Omemee	1	439 00	439 00	....	179 00	785 87	1842 87	1500 00	.....
54 Orangeville	1	766 33	866 24	1275 00	1303 00	198 18	4408 75	3520 59	157 67

High Schools.

	Expenditure.				Pupils Attending.			Average Attendance.	Percentage of Average to Total Attendance.	Charges per Year.
	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.			
	$ c.	$ c.	$ c.	$ c.						
1	26 90	361 64	1863 54	374 17	32	38	70	40	57	Free.
2	.....	154 08	3855 27	2689 31	98	86	184	117	63	Res. $1 ; non-res. $10 ; Co. $5.
3	141 31	815 40	3446 44	701 44	47	56	103	60	60	Free.
4	81 64	981 99	2787 83	4 60	35	54	89	52	59	$9.
5	48 27	1568 44	4672 14	841 59	94	111	205	133	65	$2.50.
6	58 13	816 29	6513 05	.....	63	74	137	103	75	$10.
7	13 75	162 75	1561 13	140 02	23	26	49	29	60	Res. Free ; non-res. $5.
8	.....	229 72	4385 50	.....	108	142	250	142	57	Res. Free ; non-res. $16.
9	.....	685 06	5801 86	308 54	81	59	140	79	56	$10.
10	41 87	2060 42	6416 40	.....	94	94	188	124	66	$4, $6, $7.50.
11	269 00	510 95	6809 95	776 25	56	64	120	73	60	$10.
12	90 88	2916 69	7915 70	84 94	106	100	206	134	65	$10.
13	.....	198 48	1725 66	1196 90	40	25	65	35	54	$7.50.
14	128 43	406 16	3166 43	857 26	61	65	126	81	64	$4.50.
15	64 36	733 69	3201 92	.... ..	72	80	152	78	51	Res. $6 ; non-res $15 ; Co. $7.50.
16	25 00	512 01	3674 43	2312 21	79	97	176	105	60	Free.
17	49 72	214 29	1967 38	259 27	26	40	66	43	65	$4.50.
18	6 68	381 67	1936 95	707 45	34	34	68	37	54	Res. Free; non-res. & Co. 75c. per mo.
19	12 78	888 68	4771 99	1972 94	56	120	176	109	62	Free.
20	63 86	1521 90	4983 04	.....	48	66	114	68	60	Free.
21	109 86	357 52	2941 31	1643 44	58	61	119	75	63	$9.50.
22	56 29	449 31	3309 08	207 01	54	63	117	72	61	$4.50.
23	212 59	583 46	3784 66	194 09	51	51	102	53	52	Free.
24	.....	294 26	3462 71	214 02	39	43	82	48	58	$1 per mo.
25	146 79	198 19	3019 77	9 08	44	66	110	61	56	Free.
26	19 60	971 39	3001 45	142 05	74	73	147	81	55	Res. Free ; non-res. and Co. $10
27	222 28	1794 13	5480 00	482 33	62	76	138	85	62	$10.
28	.....	298 08	2666 54	....	43	105	148	108	73	Res. Free ; non-res. and Co. $.2.50.
29	88 83	668 15	3394 45	. .....	105	82	187	118	64	$5, $8
30	27 66	602 80	3440 29	4 77	99	68	167	94	57	$10, $20.
31	....	139 33	1517 33	625 15	27	26	53	32	60	$10
32	19 77	172 24	1444 61	88 27	27	17	44	26	60	Co. 50c. per mo. ; outside Co. 50c. & $1.
33	229 02	407 54	3022 87	535 56	58	64	122	79	73	$4.50.
34	156 30	852 25	4432 42	52 18	142	81	223	123	55	Res. $8 ; non-res. $10.
35	.. ....	283 89	2046 06	65 55	35	44	79	51	64	Res. Co. Free ; outside Co. $10.
36	....	587 69	3493 51	33 62	83	89	172	105	61	Co. and Dist. Free ; other Co. $10.
37	....	509 34	3463 42	... .	104	98	202	128	63	Vill. Free; Co. $250; outside Co. $10.
38	103 51	529 39	4609 34	78 75	81	90	171	103	60	Res. $8 ; non-res. $10.
39	.....	773 69	3572 82	465 17	106	77	183	107	59	Res. $6 ; non-res. $12
40	43 42	379 65	3085 28	273 49	79	51	130	76	59	$10.
41	.....	407 24	2399 23	... ...	43	54	97	61	63	$7.
42	176 36	377 25	3589 96	68 70	110	84	194	124	64	$10.
43	.....	1032 87	3866 10	2 33	47	73	120	73	61	Res. $8 ; non-res. $10.
44	94 25	2297 06	5150 59	166 92	75	75	150	95	63	$5
45	....	639 11	3122 53	61 49	50	61	111	65	59	$10.
46	22 10	323 98	2875 51	544 71	41	42	83	51	62	Free.
47	54 06	482 67	2432 68	453 74	21	30	51	32	62	$7 50.
48	33 50	734 22	3594 44	6 34	74	63	137	79	58	$10.
49	19 11	678 03	2029 85	.....	13	25	38	15	40	Dist. Free; non-res. & Co. $2 per mo.
50	11 55	317 79	6273 21	4859 70	66	73	139	75	54	Dist. and Co. Free ; non-res. $16.
51	.....	933 60	8199 97	1131 88	81	60	141	92	65	Res. and Co. Free ; non-res. $9.
52	105 59	180 87	2155 40	1023 19	61	57	118	70	60	$5, $8.
53	102 97	216 61	1819 58	23 29	28	33	61	37	60	$1 per mo.
54	100 00	314 32	4092 58	316 17	131	97	228	133	59	$9.

VIII.—TABLE H.—The

High Schools.	No. of High Schools.	Receipts.						Expenditure.	
		Legislative Grants for Teachers' Salaries.	Municipal Grants (County).	Municipal Grants (Local).	Fees.	Balances and other sources	Total Receipts.	Teachers' Salaries.	Buildings, Sites, Rent, Repairs, etc.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
55 Orillia	1	722 64	722 64	2150 00	784 15	1200 00	5579 43	3443 06	1020 39
56 Oshawa	1	741 94	871 42	2237 05	648 00	144 03	4642 44	3689 82	106 77
57 Paris	1	634 70	1278 48	1200 00	27 00	740 72	3880 90	2500 00	40 85
58 Parkhill	1	629 93	687 47	1100 00	556 50	214 61	3188 51	2300 00	28 90
59 Pembroke	1	608 31	608 31	1899 49	.. ..	347 92	3464 03	2491 65	135 85
60 Petrolea	1	795 38	2327 09	2500 00	112 00	....	5734 47	3907 56	190 16
61 Picton	1	753 89	1532 29	1900 00	.....	285 23	4471 41	3420 78	217 12
62 Port Arthur	1	932 84	...	2233 49	.....	368 94	3585 27	2474 94	.....
63 Port Dover	1	463 43	463 43	805 14	66 00	315 00	2113 00	1516 54	.....
64 Port Elgin	1	646 02	646 02	500 00	811 00	1257 98	3861 02	2606 90	189 54
65 Port Hope	1	777 44	870 00	2300 00	1066 15	178 11	5191 70	3850 00	....
66 Port Perry	1	726 16	989 79	1475 00	563 75	124 35	3879 05	3275 00	197 71
67 Port Rowan	1	412 60	741 66	475 16	.....	45 44	1704 86	1379 76	129 35
68 Prescott	1	450 92	428 25	1088 00	27 75	99 03	2093 95	1700 00	16 33
69 Renfrew	1	519 78	513 78	1264 75	62 00	1504 19	3864 50	2160 90	87 27
70 Richmond Hill	1	469 13	700 00	350 00	.....	519 50	2038 63	1597 03	56 50
71 Simcoe	1	653 09	1287 37	1239 12	.....	132 00	3311 58	2733 32	53 40
72 Smith's Falls	1	730 09	730 09	1806 68	324 00	110 00	3700 86	3079 46	79 75
73 Smithville	1	558 54	... .	580 10	283 87	970 24	2392 75	1890 47	63 50
74 Stirling	1	494 91	748 98	975 00	.....	38 00	2256 89	1609 39	247 50
75 Streetsville	1	439 05	889 05	250 00	190 50	211 78	1980 38	1400 00	31 49
76 Sydenham	1	616 95	2007 28	.....	21 00	1093 06	3738 29	2609 22	124 36
77 Thorold	1	529 49	727 78	1100 00	.....	861 68	3218 95	1850 52	198 51
78 Tilsonburg	1	497 40	457 40	900 00	48 00	2149 32	4052 12	1783 31	220 00
79 Toronto Junct.	1	.....	.....	26100 00	239 00	.....	26339 00	1200 00	7842 45
80 Trenton	1	644 49	.....	2215 00	241 00	518 60	3619 09	2881 12	192 75
81 Uxbridge	1	664 13	664 13	1500 00	417 75	429 12	3675 13	2754 00	6 41
82 Vankleekhill	1	532 67	832 67	984 00	119 00	906 24	3374 58	2035 54	269 02
83 Vienna	1	499 90	450 00	787 86	.....	188 00	1925 76	1557 00	176 08
84 Walkerton	1	837 71	837 71	1500 00	1459 50	210 55	4845 47	4000 00	.....
85 Wardsville	1	450 57	450 57	997 00	244 75	1594 76	3737 65	1468 31	13 70
86 Waterdown	1	445 56	685 56	300 00	212 00	434 61	2077 73	1400 00	25 85
87 Waterford	1	.....	.....	8116 26	33 00	153 49	8302 75	360 00	7155 87
88 Watford	1	522 88	1611 51	1320 00	456 00	2753 89	6664 28	2137 45	2674 85
89 Welland	1	637 26	2493 19	1100 00	50 00	.... ..	4280 45	2450 00	413 66
90 Weston	1	586 13	700 00	500 00	627 75	243 96	2657 84	2148 39	208 33
91 Wiarton	1	238 16	237 86	803 86	206 50	3644 02	5130 40	1503 12	3115 21
92 Williamstown	1	465 89	550 00	1944 00	38 00	552 37	3550 26	2049 00	29 30
93 Windsor	1	884 17	1000 00	4731 46	....	....	6615 63	4737 00	257 99
1 Total, 1892	93	55856 56	78790 75	151188 06	35077 95	75074 63	395987 95	224132 04	52696 17
2 " 1891	93	56045 56	69079 94	177599 28	35466 64	76082 91	414274 33	220622 34	85325 79
3 Increase	....	.....	9710 81	... .	.....	.....	.....	3509 70	.....
4 Decrease	....	189 00	.....	26411 22	388 69	1008 28	18286 38	....	32629 62
5 Percentage	..	14	20	38	9	19	.....	66	15

Cost per pupil, $28.56.

High Schools.

	Expenditure.				Pupils Attending.			Average Attendance.	Percentage of Average to Total Attendance.	Charges per Year.
	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.			
	$ c.	$ c.	$ c.	$ c.						
55	.....	481 86	4945 31	634 12	102	84	186	100	54	Res. $5 ; non-res. $10.
56	83 38	667 85	4547 82	94 62	91	98	189	123	65	$7.50.
57	176 18	473 89	3190 92	689 98	38	49	87	47	54	Co. Free ; other Co. $1.50 per term.
58	167 21	491 77	2987 88	200 63	58	46	104	68	66	Dist. $6, $8 ; outside Dist. $1 per mo
59	77 10	436 55	3141 15	322 88	69	73	142	73	52	Free.
60	.....	636 84	4734 56	999 91	77	87	164	96	58	Res. Free ; Co. $1 per mo.
61	58 45	528 68	4225 03	246 38	93	120	213	128	61	Free.
62	.....	703 62	3178 56	406 71	20	38	58	26	47	Free.
63	205 01	391 45	2113 00	.....	37	39	76	43	57	Free.
64	91 39	71 57	2959 40	901 62	82	61	143	91	64	Res. $6.50 ; non-res. and Co. $10.
65	.....	897 80	4747 80	443 90	88	38	174	120	69	Town $9.50 ; Co. $7.50.
66	30 00	369 69	3872 40	6 65	69	81	150	76	51	$7.50.
67	37 30	158 45	1704 86	.....	28	27	55	34	61	Free.
68	12 50	293 62	2022 45	71 50	29	50	79	45	57	Res. Free ; non-res. 25c. per mo.
69	.....	394 08	2642 25	1222 25	60	69	129	76	59	Free.
70	.....	294 21	1947 74	90 89	36	29	65	41	63	$10.
71	37 66	487 20	3311 58	.....	75	109	184	99	54	Res. Free ; non-res. $1 per mo.
72	100 90	440 75	3700 86	.....	90	113	203	129	63	Res. Free ; non-res. $10 ; Co. pupils 50c. per mo.
73	6 61	362 92	2323 50	69 25	48	44	92	54	59	$5.
74	.....	386 96	2223 85	33 04	20	28	48	38	78	Free.
75	93 89	243 30	1768 68	211 70	28	30	58	33	58	$5.
76	503 08	348 45	3585 11	153 18	51	62	113	70	62	Res. Free ; non-res. $6.
77	174 36	874 30	3097 69	121 26	20	49	69	38	54	Free.
78	9 21	2039 60	4052 12	.....	37	52	89	48	53	Free.
79	143 78	227 63	9413 86	16925 14	36	33	69	52	76	$10.
80	.....	68 88	3142 75	476 34	61	56	117	71	61	$9.
81	105 72	729 36	3595 49	79 64	85	51	136	74	54	Res. $5 ; non-res. $7.50.
82	154 04	793 45	3252 05	122 53	60	72	132	83	63	Res. Free ; non-res $10.
83	29 50	163 18	1925 76	.....	18	21	39	23	60	Free.
84	4 63	370 36	4374 99	470 48	111	131	242	139	57	$10.
85	.....	1565 11	3047 12	690 53	29	14	43	31	71	Res. $3 ; non-res. $10.
86	117 03	198 62	1741 50	336 23	46	36	82	39	48	$7.50.
87	332 58	339 90	8188 35	114 40	37	34	71	60	84	Co. Free ; others $4 50.
88	.....	908 83	4821 13	943 15	59	111	170	106	62	$10.
89	23 40	499 67	3386 73	893 72	65	66	131	79	60	Res. Free ; non-res, $2 per mo.
90	28 00	257 83	2642 55	15 29	45	56	101	60	59	$10.
91	280 52	231 55	5130 40	.....	22	35	57	34	60	Res. $5 ; non-res. $10.
92	13 83	1401 81	3493 94	56 32	44	53	97	41	42	Free.
93	235 67	939 91	6170 57	445 06	89	102	191	111	58	Free.
1	6610 92	57059 64	340498 77	55489 18	5614	5980	11594	6968	60	40 Free. 53 Fee.
2	6142 69	66945 38	379036 20	35238 13	5826	6165	11991	7129	60	40 Free. 53 Fee.
3	468 23	.....	.....	20251 05						
4	.....	9885 74	38537 43	.....	212	185	397	161		
5	2	17								

IX.—TABLE I.—The

Collegiate Institutes.	Number of Pupils in the														
	Reading and Orthoepy.	English Grammar.	English Composition and Rhetoric.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.
1 Aylmer	108	228	228	228	228	185	214	228	144	28	67	64	67	20	52
2 Barrie	171	203	203	203	203	203	204	204	204	4	68	32	68	2	125
3 Brantford	234	234	234	234	234	234	302	234	210	18	93	12	9	3	201
4 Brockville	266	308	308	308	304	304	293	308	308	21	162	37	159	1	95
5 Chatham	372	372	372	372	372	372	372	372	312	17	120	76	49	12	189
6 Clinton	150	150	150	150	150	150	146	146	146	3	90	28	67	1	35
7 Cobourg	117	149	150	150	145	145	144	150	98	5	43	18	35	....	46
8 Collingwood	189	270	270	270	270	270	270	270	270	20	107	75	116	14	48
9 Galt	221	289	289	289	288	288	288	288	183	19	130	51	121	6	133
10 Goderich	215	256	256	256	256	256	256	256	205	14	77	42	77	3	67
11 Guelph	199	254	254	254	254	254	254	254	205	19	90	30	90	12	107
12 Hamilton	489	751	751	751	751	751	691	599	512	77	201	121	372	51	351
13 Ingersoll	148	166	166	166	166	166	160	166	70	9	54	23	51	3	62
14 Kingston	330	330	330	330	216	293	324	328	263	10	54	52	28	4	253
15 Lindsay	290	290	290	290	290	290	290	349	187	15	108	62	88	7	135
16 London	534	684	685	685	600	600	604	682	440	50	419	153	400	23	230
17 Morrisburg	188	238	238	238	238	238	224	238	238	14	51	27	51	5	76
18 Napanee	217	279	279	279	279	279	255	279	216	24	133	60	133	10	127
19 Ottawa	360	447	447	447	447	447	447	447	447	56	106	82	106	15	327
20 Owen Sound	278	441	441	441	441	375	382	435	329	50	60	125	160	20	120
21 Perth	173	203	203	203	203	203	198	203	134	11	135	30	118	1	66
22 Peterborough	275	275	275	275	275	275	262	275	275	13	36	40	38	2	80
23 Ridgetown	168	218	218	218	218	218	204	218	218	18	136	55	106	12	65
24 Sarnia	251	281	281	281	281	281	275	280	145	6	30	34	17	...	119
25 Seaforth	220	223	223	223	223	200	210	223	223	11	91	42	91	7	67
26 Stratford	282	365	365	365	365	365	342	365	225	23	52	63	47	3	122
27 Strathroy	316	316	316	316	316	316	298	316	256	22	160	75	135	10	130
28 St. Catharines	341	374	374	374	374	374	341	374	317	33	16	88	16	12	159
29 St. Mary's	174	253	253	253	253	253	222	253	209	28	74	62	79	14	96
30 St. Thomas	267	324	324	324	324	324	305	240	179	16	91	41	94	2	121
31 Toronto :															
Harbord St.	409	511	511	511	511	511	504	511	511	14	146	51	141	3	343
Jameson Ave.	264	405	405	405	405	405	382	405	405	32	143	87	112	16	215
Jarvis St	449	449	449	449	449	449	449	449	382	96	217	37	188	5	326
32 Whitby	183	183	183	183	182	183	183	150	70	7	10	35	10	....	60
33 Woodstock	320	246	346	346	346	346	325	346	286	21	88	87	60	9	114
1 Total 1892	9173	11065	11067	11067	10857	10801	10620	10832	8813	824	3658	1997	3499	308	4862
2 " 1891	8572	9951	10108	10113	10101	9914	9737	9867	7885	629	3372	1814	3501	248	4401
3 Increase	601	1114	959	954	756	887	883	965	928	195	286	183	...	60	461
4 Decrease	....	.....	... ..	.....	.....	.....	....	.....	....	....	....	....	2	....	....
5 Percentage	82	99	99	99	96	96	94	96	81	7	32	18	31	3	43

Collegiate Institutes.

various Branches of Instruction.

	Greek.		French.	German.	Writing.	Precis Writing and Indexing.	Book keeping and Commercial Transactions	Phonography.	Drawing.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	How many Pupils obtained Commercial Certificates during the year?	How many passed the Primary Examination?	How many passed the Junior Leaving Examination?	How many passed the Senior Leaving Examination?	How many Matriculated at any University during the year?	Senior.	Junior.	1st Class Honors, how many?	2nd Class Honors, how many?
1	13	41	17	71	156	156	...	156	....	...	108	121	108	....	19	11	7	3	....	3	1	2
2	8	105	20	114	69	138	....	138	....	....	122	82	122	....	15	3	...	3	....	3	3	
3	35	223	54	102	284	234	....	234	....	....	150	179	150	32	16	12	2	13	11	2	9	3
4	8	242	26	160	260	260	171	260	....	....	153	155	153	43	8	8	4	13	1	12	7	3
5	16	171	26	161	...	285	....	300	....	60	130	200	130	31	24	20	4	6	....	6	7	4
6	7	62	19	45	....	113	....	115	....	....	67	84	67	24	5	6	....	2	....	2	2	
7	2	81	13	52	65	117	....	117	....	....	61	86	61	20	7	5	...	6	....	6	....	3
8	7	76	6	75	112	112	....	112	....	....	270	....	....	85	18	9	4	1	....	1		
9	8	126	103	59	42	142	....	238	....	....	137	133	136	53	29	10	2	5	....	5	7	2
10	6	91	35	72	205	205	15	205	....	....	80	120	120	31	21	17	....	5	...	5	6	2
11	13	69	33	190	199	199	....	199	....	....	254	254	123	41	17	6	5	4	....	4	4	5
12	36	412	126	489		472	24	489	....	....	740	740	740	61	29	23	19	13	....	13	5	5
13	1	84	14	148	52	148	...	148	....	....	83	78	87	16	14	4	1					
14	43	233	101	240	17	240	....	240	....	....	190	101	180	17	6	7	....	11	....	11	3	1
15	20	140	14	259	259	259	68	259	....	....	170	178	....	25	23	16	3	13	...	13		
16	32	256	79	534	534	534	....	534	....	....	690	690	340	91	40	26	9	4	....	4	5	
17	9	112	19	188	104	116	....	160	....	....	117	121	238	30	15	6	2	5	...	5		
18	13	158	44	116	217	217	....	217	....	....	279	279	279	35	8	6	5	1	1	....	4	
19	63	298	59	285	360	360	....	360	....	....	439	193	245	24	8	8	4	6	1	5	1	2
20	15	225	45	114	...	278	...	278		....	441	242	199	51	43	39	13	13	10	3	12	14
21	13	125	17	104	22	162	....	161	....	....	200	200	200	16	16	7	1	3	....	3	2	2
22	12	162	16	90	210	210	....	210	....	..	275	275	251	40	28	18	..	13	....	13	3	2
23	3	58	16	80	80	80	...	80	....	....	218	218	112	24	19	12	3	4	....	4	2	1
24	9	117	13	159		168	....	168	....	....	112	165	....	22	10	2	1	8	1	7	2	2
25	7	115	26	118	181	181		181	....	..	100	114	108	47	14	10	3	12	....	12	4	1
26	15	68	154	274	...	274	...	274		....	173	188	....	34	11	18	2	4	4			
27	6	110	25	220	....	220		220	....	....	174	142	174	55	19	22	6	3	...	3	5	4
28	24	194	27	259	259	259	112	259	....	....	374	374	168	46	20	6	7	9	3	6	2	4
29	13	75	16	174	....	174	.	174	....	....	253	120	133	37	24	23	1	6	...	6	11	4
30	20	150	60	267	67	267	....	267	. .	218	144	180	144	28	16	12	3	12	1	11	10	5
31																						
	40	411	165	92		313	109	314	....	....	187	216	237		14	4	3	4	.	4	....	2
	26	287	105	142	38	241	25	226	142	...	173	195	173	18	22	25	7	23	1	22	27	7
	29	363	147	345	345	345	69	368	....	..	234	399	399	28	12	8	4	18	....	18	7	15
32	12	65	12	90	72	145	42	136	....	....	180	180	100	20	7	5	1	2	1	1		
33	20	134	94	160	160	160	....	145	....	....	152	246	152	74	34	14	4	5	...	5	4	5
1	604	5669	1746	6048	4369	7783	635	7942	142	278	7630	7348	5829	1199	631	428	130	253	35	218	155	100
2	622	4680	1278	6475	4386	7384	613	7240	....	250	6764	6230	4707	929	695	453	132	242	25	217	128	142
3	....	989	468	....	....	499	22	702	142	28	866	1118	1122	270	26	..	.	11	10	1	27	
4	18	....	....	427	17	....	....	....	...	....	....	....	....	....	....	....	25	2	..	....	....	....	42
5	5	50	16	54	39	69	6	71	1	2	68	65	52	11	6	4	1	2	$\frac{1}{3}$	2	$1\frac{1}{2}$	1

IX.—TABLE I.—The

Number of Pupils in the

High Schools.	Reading and Orthoepy.	English Grammar.	English Composition and Rhetoric	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.
1 Alexandria ...	68	68	69	69	69	69	70	70	70	1	....	4	....	..	13
2 Almonte	135	184	184	184	184	184	184	184	184	3	82	29	81	..	107
3 Arnprior	82	102	102	102	102	102	103	103	103	3	1	18	1	..	60
4 Arthur	80	89	89	89	89	89	89	48	48	....	18	9	49	..	15
5 Athens	174	205	205	205	205	205	205	203	163	....	19	26	10	..	105
6 Aurora	99	136	136	136	136	136	136	134	107	....	44	32	49	..	42
7 Beamsville ..	46	49	49	49	49	49	49	49	38	1	3	....	3	..	21
8 Belleville ...	235	235	245	245	245	235	235	245	117	10	16	25	28	2	122
9 Berlin	113	139	140	139	138	138	137	140	101	6	9	33	18	1	38
10 Bowmanville ..	165	188	188	188	188	188	188	188	114	18	25	28	25	9	60
11 Bradford	120	120	120	120	120	120	120	120	120	....	14	9	20	..	40
12 Brampton ...	133	206	206	206	206	206	206	206	119	23	15	23	15	2	102
13 Brighton ...	65	65	65	65	65	65	65	65	65	...	23	11	20	..	27
14 Caledonia	100	126	126	126	126	126	126	126	126	3	35	25	35	..	37
15 Campbellford ..	120	152	152	152	152	152	152	147	147	...	89	32	68	..	36
16 Carleton Place.	142	176	176	176	176	276	167	176	152	9	9	8	8	..	54
17 Cayuga	66	66	66	66	66	66	66	66	50	....	48	4	36	..	18
18 Colborne	55	68	68	68	68	55	68	68	68	2	8	12	8	..	26
19 Cornwall	176	176	176	176	176	176	176	176	174	....	42	38	42	..	34
20 Deseronto	114	114	114	114	114	114	114	112	94	4	14	22	12	3	20
21 Dundas	103	118	118	118	118	118	118	118	73	..	39	26	39	..	57
22 Dunnville	100	117	117	117	117	117	117	117	77	7	11	11	14	..	45
23 Dutton	85	102	102	102	102	102	99	102	100	3	23	19	17	3	29
24 Elora	60	82	82	82	82	60	60	80	80	6	6	11	4	..	26
25 Essex	110	110	110	110	110	82	101	110	61	9	32	23	33	4	37
26 Fergus	146	146	146	146	146	146	146	146	146	....	5	34	....	..	80
27 Forest	119	138	138	138	138	138	132	138	138	6	70	10	55	6	20
28 Gananoque ...	145	148	148	148	148	148	146	148	109	3	15	10	14	..	41
29 Georgetown ...	159	184	184	187	187	187	187	187	131	2	21	23	15	..	84
30 Glencoe ..	146	167	167	166	160	160	149	160	160	6	85	32	85	..	84
31 Gravenhurst...	53	53	53	53	53	53	53	53	53	....	40	10	40	..	14
32 Grimsby	42	44	44	44	44	44	44	44	20	....	....	2	....	..	27
33 Hagersville....	122	122	122	122	122	122	122	122	122	6	41	24	77	2	54
34 Harriston	195	223	223	223	223	223	195	223	220	26	142	58	140	18	75
35 Hawkesbury...	66	79	79	79	79	79	79	79	44	....	20	12	20	..	29
36 Iroquois ...	172	172	172	172	172	172	172	172	99	1	49	29	45	..	69
37 Kemptville ...	184	199	199	199	199	199	199	199	199	1	53	28	45	..	68
38 Kincardine....	125	159	171	171	171	171	159	171	126	10	42	35	28	..	67
39 Listowel	90	122	122	122	122	122	122	122	98	....	50	29	19	..	47
40 Lucan.....	123	130	130	130	130	130	123	130	130	7	39	27	29	..	60
41 Madoc	83	94	94	94	94	94	94	94	94	1	68	13	54	..	10
42 Markham	146	192	194	192	183	183	185	194	138	9	29	45	21	1	88
43 Meaford	102	120	120	120	120	120	120	120	81	4	32	17	18	..	24
44 Mitchell	150	150	150	150	150	146	140	150	114	10	31	22	31	6	31
45 Mount Forest .	82	108	108	108	109	109	111	111	111	1	30	24	25	..	39
46 Newburgh	69	83	83	83	83	69	83	83	61	...	42	14	26	..	29
47 Newcastle	44	51	51	51	51	51	51	51	51	....	...	14	...	..	23
48 Newmarket ...	109	129	129	129	129	129	129	129	125	....	42	22	37	.	52
49 Niagara	34	34	34	34	34	34	36	35	13	....	....	..	....	..	3
50 Niagara Falls S.	126	139	139	139	139	139	139	139	65	2	24	19	35	..	80
51 Norwood	118	136	136	137	136	136	136	136	77	....	75	20	66	..	25

High Schools.

various Branches of Instruction.

	Greek	French.	German.	Writing.	Précis Writing and Indexing.	Book-keeping and Commercial Transactions.	Phonography.	Drawing.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	How many Pupils obtained Commercial Certificates during the year?	How many passed the Primary Examination.	How many passed the Junior Leaving Examination?	How many passed the Senior Leaving Examination?	How many Matriculated at any University during the year?	Senior.	Junior.	1st Class Honors, how many?	2nd Class Honors, how many?
1	2	58	1	36	68	68	...	68	..	....	70	38	..	8	3							
2	46	77	10	135	135	135	29	135	....	....	98	86	....	20	9	3	1	12	3	9	7	3
3	6	70	9	71	....	84	..	84	....	....	103	103	....	6	4	3	....	2	..	2	1	2
4	...	17	....	80	....	39	....	39	....	....	..	..	....	13	6	1						
5	28	84	7	97	174	174	....	134	....	....	205	..	....	22	16	6	....	2	..	2	..	2
6	7	49	3	34	....	117	....	117	....	....	61	74	..	27	19	1	....	5	....	5		
7	1	22	3	49	....	48	....	48	....	....	48	26	26									
8	6	140	30	195	70	198	....	225	....	....	....	....	....	14	6	6	....	9	....	9	..	2
9	1	28	105	110	....	110	7	113	....	....		....	....	16	6	5	1					
10	3	43	15	135	135	135	....	135	...	164	82	83	...	40	13	12	....	5	....	5	8	7
11	4	30	3	109	65	65	....	109	....	....	....	64	....	51	7	3	....	1	....	1		
12	8	110	20	87	133	133	60	133	....	....	106	100	....	40	11	9	1	6	....	6	6	4
13	1	23	8	54	....	54	....	54	....	....	....	....	...	4	3	3	....	1	....	1		
14	5	54	7	100	60	100	....	105	....	....	61	65	..	12	13	12	....	2	....	2		
15	4	48	4	118	....	120	....	118	....	....	68	75	....	34	9	8	....	2	....	2		
16	24	52	....	142	....	142	....	142	....	....	79	96	....	32	6	2	....	7	....	7	1	3
17	2	....	....	54	54	54	....	54	....	....	66	66	....	7	14							
18	1	31	6	17	55	48	...	48	....	....	68	68	...	3	7	3	....	2	....	2		
19	....	80	...	146	..	138	....	138	....	....	..	....	....	20	10	14	....	1	...	1		
20	2	74	....	100	....	92	....	92	....	....	48	114	100	18	10	4	....	2	....	2		
21	3	61	3	103	103	103	....	103	....	....	..	....	....	20	16	7	....	3	....	3	1	
22	4	32	24	40	....	100	....	100	....	....	54	63	....	13	9	3	1	3	2	1	..	4
23	...	24	3	48	....	83	....	83	....	....	....	83	....	17	7	3						
24	....	37	23	29	..	39	....	39	....	....	35	30	....	....	3	1	2					
25	...	49	5	82	41	84	....	84	...	..	110	110	74	8	6	5	3	5	....	5	7	5
26	4	78	....	113	113	113	....	113	....	....	....	....	....	3	5	6	....	3	....	3		
27	...	41	7	56	..	119	..	119	..	....	62	20	....	.	8	5	2	1	....	1		
28	7	109	4	136	108	108	....	136	108	....	....	....	....	11	4	1						
29	2	94	3	99	156	156	....	156	....	....	105	82	....	27	2	3	....	1	....	1		
30	12	60	13	116	....	116	....	116	....	....	73	43	....	34	12	18	....	4	....	4	..	2
31	2	30	2	30	....	26	....	26	....	....	25	15	....	8	1	....	....	2	....	2		
32	...	11	2	24	17	17	....	42	....	....	....	....	....	3	....	1	....	1	....	1		
33	3	53	10	93	47	99	....	99	....	....	50	..	....	12	9	8	....	3	....	3	2	1
34	8	71	50	158	..	158	....	160	....	....	140	79	....	36	23	18	3	7	2	5		
35	8	50	....	35	66	66	....	66	....		35	44	....	13	4	1						
36	9	58	15	143	60	143	....	165	....	172	83	172	....	6	12	2						
37	6	66	22	80	..	120	....	120	....	....	100	98	....	40	17	7	....	2	....	2		
38	4	78	20	125	125	125	....	101	....	....	171	171	....	41	10	6	....	4	1	3	1	2
39	9	25	36	23	....	90	....	58	....	..	122	50	72	45	8	3	....	1	....	1		
40	....	51	6	96	...	96	....	96	....	....	..	44	..	16	7	6	2	5	....	5	1	3
41	..	26	..	83	..	83	....	83	....	....	97	50	40	32	15	6	....	1	....	1		
42	6	79	11	56	90	146	....	146	....	....	..	....	....	13	13	10	1	3	2	1		
43	....	67	4	50	...	98	....	98	....	....	12	20	..	25	4	4						
44	5	10	65	119	119	119	...	119	....	....	75	75	75	13	3	3	2	2	....	2		
45	5	41	7	30	..	82	....	82	....	....	50	61										
46	14	26	3	22	69	69	....	69	....	....	41	42	..	7	4	...	....	2	....	2		
47	....	29	4	44	44	44	...	44	....	....	21	51	....	..	8	4	2					
48	6	55	13	50	....	88	...	88	....	..	137	137	....	...	12	11	6	10	....	10	1	
49	1	28	....	37	....	36	13	35	...	20	....	36										
50	4	49	16	126	....	126	....	126	....	....	60	...	....	6	7	4	....	2	....	2		
51	....	75	8	120	110	110	....	110	....	....	136	136	....	12	11	6	....	4	...	4		

IX.—TABLE I.—The

High Schools.	Number of Pupils in the														
	Reading and Orthoepy.	English Grammar.	English Composition and Rhetoric.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.
52 Oakville	110	118	118	88	118	118	118	118	88	....	61	11	61	..	40
53 Omemee	51	61	30	60	60	50	61	61	61	....	5	6	3	.	16
54 Orangeville	181	226	226	228	228	226	226	228	200	8	67	28	54	..	104
55 Orillia	186	186	186	186	186	186	182	173	56	6	23	28	18	..	101
56 Oshawa	68	189	188	189	187	187	181	188	126	7	52	31	52	..	51
57 Paris	87	87	87	87	87	87	87	87	87	....	54	5	50	.	37
58 Parkhill	89	104	104	104	104	144	104	104	104	....	44	15	36	..	31
59 Pembroke	124	142	142	142	142	142	140	142	142	2	8	12	....	..	74
60 Petrolea	154	164	164	164	164	164	164	164	164	1	73	10	73	..	68
61 Picton	195	213	213	211	211	211	209	213	102	4	51	21	51	4	61
62 Port Arthur	58	58	58	58	58	58	58	58	26	1	....	7	....	..	17
63 " Dover	61	76	76	76	76	76	70	75	47	5	34	9	32	..	25
64 " Elgin	142	142	142	142	142	142	142	142	100	4	24	39	16		79
65 " Hope	127	174	174	174	174	174	127	174	77	15	18	24	15	3	72
66 " Perry	150	150	150	150	150	150	150	150	120	4	31	13	29	..	42
67 " Rowan	41	55	55	55	55	55	55	55	46	6	46	14	36	4	10
68 Prescott	79	79	79	79	79	70	79	79	49	....	....	10	....	..	23
69 Renfrew	129	129	129	129	129	129	129	104	63	3	7	12	6	..	51
70 Richmond Hill	65	63	63	64	64	63	64	65	63	1	7	14	....	..	14
71 Simcoe	184	184	184	184	184	184	184	180	29	....	56	34	40	..	55
72 Smith's Falls	159	203	203	203	203	203	193	203	203	10	39	33	39	2	77
73 Smithville	68	92	92	92	92	85	85	91	62	6	18	22	18	5	28
74 Stirling	48	48	47	44	47	47	48	48	48	1	26	6	26	..	22
75 Streetsville	50	58	58	58	58	58	58	58	33	....	1	9	1	..	27
76 Sydenham	113	113	113	113	113	113	113	113	87	5	44	16	40	..	30
77 Thorold	69	69	69	69	69	69	67	69	65	2	6	6	6	..	18
78 Tilsonburg	89	89	89	89	89	89	89	89	66	...	22	12	22	..	21
79 Toronto Junc'n.	61	69	69	69	69	69	69	69	40	....	43	7	41	..	33
80 Trenton	91	111	117	117	117	117	117	117	117	....	40	26	40	..	15
81 Uxbridge	136	136	136	136	136	136	136	136	111	4	12	21	7	1	60
82 Vankleekhill	116	132	132	132	132	116	126	132	132	8	6	20	6	..	43
83 Vienna	39	39	39	39	39	39	39	39	39	3	15	8	15	2	8
84 Walkerton	195	242	242	242	242	230	242	242	242	3	68	41	43	..	61
85 Wardsville	31	43	43	43	43	43	43	43	30	4	15	8	15	..	15
86 Waterdown	82	82	82	82	82	82	82	82	82	....	27	15	27	.	25
87 Waterford	64	71	71	71	71	71	71	71	71	...	20	7	20	..	23
88 Watford	151	170	170	170	169	169	169	169	169	4	63	12	53	..	23
89 Welland	131	131	131	131	131	131	131	131	72	....	39	10	39	.	65
90 Weston	9	101	101	101	101	101	101	101	70	3	14	15	4	..	43
91 Wiarton	57	57	57	57	57	56	57	57	8	....	6	2	6	..	20
92 Williamstown	76	97	97	97	97	97	97	97	97	..	14	16	4	.	51
93 Windsor	171	191	191	135	191	176	184	191	104	7	84	7	76	2	71
1 Total, 1892	10003	11465	11458	11401	11471	11317	11249	11397	8978	330	2943	1713	2690	80	4144
2 " 1891	10688	11945	11916	11775	11907	11817	11827	11894	9083	273	3099	1798	2705	52	4087
3 Increase	...	...	.....	...	...	....	.....	.....	....	57	....	..	....	28	57
4 Decrease	685	480	458	374	436	500	578	497	105	....	156	85	15	..	.....
5 Percentage	87	99	99	99	99	98	97	98	77	3	26	15	23	1	36

High Schools.

various Branches of Instruction.

	Greek.	French.	German.	Writing.	Précis Writing and Indexing.	Book keeping and Commercial Transactions.	Phonography.	Drawing.	Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics	How many Pupils obtained Commercial Certificates during the year?	How many passed the Primary Examination?	How many passed the Junior Leaving Examination?	How many passed the Senior Leaving Examination?	How many Matriculated at any University during the year?	Senior.	Junior.	1st Class Honors, how many?	2nd Class Honors, how many?
52	8	6	...	61	103	103	....	103	...	....	61	41	....	24	5	1	....	2	....	2		
53	2	30	1	10	....	48	....	40	...	....	....	....	....	6	3	3						
54	12	104	23	65	....	155	....	154	....	....	60	100	....	26	19	8	....	8	2	6		2
55	21	70	23	164	164	154	....	164	....	....	186	186	186	10	6	2	2	6	....	6	2	11
56	3	84	15	189	39	148	....	151	....	....	....	....	....	20	10	8	2	5	....	5	3	5
57	1	15	....	33	45	78	....	78	....	....	87	....	....	18	5	1	....	1	....	1		
58	5	27	4	89	89	89	12	89	....	....	104	104	104	32	5	1						
59	14	74	22	91	33	124	....	124	....	....	140	140	....	11	3	2	1	6	....	6		
60	2	110	32	76	....	150	72	150	....	....	164	....	....	..	5	1	....	1	....	1		
61	5	106	22	169	58	131	....	169	....	....	61	80	....	18	9	2	1	5	....	5		
62	....	41	....	58	....	28	....	57	...	....	....	....	....	7	2							
63	....	38	23	61	....	61	....	61	....	....	28	....	....	....	2	1	3	2	....	2		
64	4	32	16	114	114	114	..	114	....	....	80	60	80	32	27	15						
65	....	113	56	127	32	127	...	127	....	....	62	65	....	27	11	9	2	5	....	5		
66	2	76	25	128	100	138	....	128	....	110	69	81	69	28	13	....	....	1	....	1		
67	....	5	....	41	32	32	.	32	....	....	28	27	....	5	4	2						
68	..	63	4	79	....	69	....	74	....	....	70	....	....	6	4	....	....	3	....	3		
69	8	73	12	63	103	103	....	103	....	....	60	69	....	20	2	2	....	4	....	4	5	6
70	....	44	2	53	....	53	....	53	....	....	34	28	....	8	1	2	....	2	....	2		
71	1	76	23	159	...	150	....	150	....	....	55	75	....	20	14	8	....	3	....	3		
72	27	89	1	98	98	98	....	98	....	....	90	113	....	29	16	9	2	1	1	....	1	
73	6	25	5	29	....	68	....	68	....	18	48	44	....	17	4	5	....	2	....	2	..	1
74	1	5	...	44	....	24	....	32	....	....	24	....	....	21	5	3	....	1	....	1		
75	1	30	6	50	....	50	...	50	....	....	28	30	...	22	5							
76	6	28	8	99		99	....	99	....	....	113	113	....	15	6	1	....	2	....	2		
77	3	39	..	35	25	25	....	42	....	....	....	....	....	6	....	....	....	4	..	4		
78	1	44	6	77	77	77	....	77	....	89	37	89	37	19	3	2						
79	1	18	2	61	..	58	28	58														
80	....	26	....	25	66	66	....	66	....	....	61	56	....	16	11	4	....	2	....	2		
81	4	64	10	101	101	101	....	76	....	....	85	51	....	22	10	4	....	2	....	2		
82	7	99	8	70	....	116	....	116	....	....	57	65	....	24	7	4	1	3	1	3		
83	...	16	1	12	....	39	....	25	....	....	39	39	39	2	1	3	1	3	....	3		
84	4	42	58	46	....	195	....	184	..	....	36	54	..	13	37	....	....	7	....	7	4	6
85	...	14	4	20	....	30	....	35	....	....	....	10	....	....	2	2						
86	3	30	....	25	42	67	....	67	....	....	....	....	....	13	3	4						
87	....	41	....	64	64	64	..	64														
88	....	75	9	151	68	151	....	151	....	....	....	76	....	16	7	5						
89	19	29	7	66	113	113	....	131	....	....	65	66	....	13	5	2	....	2	....	2		
90	3	54	7	87	87	87	....	89	....	....	45	56	....	7	6	4	....	2	....	2		
91	1	29	1	57	19	56	....	56	....	....	57	35	22									
92	16	40	...	76	76	76	1	76	....	97	44	53	....	8	3	1	....	5	....	5		
93	2	52	4	101	....	176	....	184	....	....	....	....	....	12	3	3	2					
1	466	4729	1050	7450	3965	8917	222	9038	108	670	5135	4776	924	1441	696	371	44	218	14	214	51	71
2	465	4639	1033	8380	5640	8302	150	9285	90	346	5184	4668	844	1360	737	543	34	171	10	161	40	54
3	1	90	17			615	72	....	18	324	....	108	80	81	....	....	10	47	4	53	11	17
4	...	....	....	930	1675	....	..	247	....	....	49	....	....	....	41	172						
5	4	41	9	64	35	77	2	78	1	6	44	41	8	12	6	3	....	2	....	2	1	

X.—TABLE K.—The

Collegiate Institutes.	Brick, stone or frame school house.	Freehold or rented school house.	Size of playground.	Days open during the year.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Miscellaneous: Gymnasium	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture Readings.
			acres.			$	$	$		$		$	
1 Aylmer	B	F	4¼	202	..	519	527	123	1	600	1	250	....
2 Barrie	B	F	3	199	....	451	558	134	1	1740	....	....	....
3 Brantford	B	F	1	198	....	436	768	108	1	1000	...	...	1
4 Brockville	S	F	2	198	..	513	457	125	1	250	..	....	....
5 Chatham	B	F	2½	203	....	555	835	117	1	800	1	100	1
6 Clinton	B	F	3	205	....	458	800	150	1	771	1	15	1
7 Cobourg	B	F	5/6	200	....	569	492	110	1	885	1	6500	1
8 Collingwood	B	F	1	200	....	450	535	128	1	416	....	....	1
9 Galt	S	F	8½	194	....	758	843	171	1	1127	1	20	1
10 Goderich	B	F	¼	204	....	514	504	71	1	2750	...	.	1
11 Guelph	S	F	4	203	1	717	628	139	1	2360	1	50	....
12 Hamilton	S	F	5/6	202	1	652	1070	149	1	249	1	50	1
13 Ingersoll	B	F	2	197	1	492	471	122	1	844	...	..	1
14 Kingston	S	F	2	204	....	624	742	87	1	1390	..	...	1
15 Lindsay	B	F	2	204	1	656	629	120	1	726	....	..	..
16 London	B	F	3	201	1	647	345	216	1	290	....	..	....
17 Morrisburg	B	F	1	205	1	492	522	114	1	1140	....	..	1
18 Napanee	B	F	3⅓	204	1	600	680	102	1	1071	1	25	....
19 Ottawa	S	F	1½	199	....	537	751	144	1	2219	1	100	1
20 Owen Sound	B	F	4½	203	1	691	1244	156	1	92	...	....	...
21 Perth	B	F	5	199	1	709	728	141	1	827	1	500	1
22 Peterborough	B	R	2	205	1	760	709	180	1	650	1	30	....
23 Ridgetown	B	F	1¼	205	...	506	797	97	1	508	1	25	....
24 Sarnia	B	F	2½	205	1	541	660	107	.....	.	. ..	.	1
25 Seaforth	B	F	3	202	..	662	574	155	1	750	1	50	.
26 Stratford	B	F	8	204	...	690	960	194	1	117	..	....	1
27 Strathroy	B	F	1¼	195	...	584	543	89	1	495	....	.	1
28 St. Catharines	B	F	¼	204	...	508	598	127	1	450	....	....	1
29 St. Mary's	B	F	3½	202	...	490	516	125	1	753	....	....	....
30 St. Thomas	B	F	2¾	199	1	577	462	100	1	825	..	....	
31 Toronto (Harb st.)	B	F	1½	195	...	398	1160	85	1	4710	....	..	..
32 " (Jameson av.)	B	F	1½	197	...	811	1756	128	1	4750	....	.	1
33 " (Jarvis st.)	B	F	2	197	...	664	780	730	1	8900	1	20	....
34 Whitby	B	F	3/5	205	1	451	542	135	1	1050	....	....	1
35 Woodstock	B	F	1	198	...	754	1047	135	1	2200	....		1
	B S F	F R											
1 Total, 1892	29 6 —	34 1	78½	201	13	20427	25224	5114	34	47645	14	7735	20
2 " 1891	26 6 0	31 1	78¾	200	12	17198	22799	4646	31	39798	12	1220	21
3 Increase	3 — —	3 -	¼	1	1	3229	2425	468	3	7847	2	6515	....
4 Decrease	....	.....	.....	...	...	.....	...	....	...	.....	....	...	1
5 Percentage	83. 17. -	100	.. ...	...	37	.....	.....	...	100	.....	40	...	57

Collegiate Institutes.

Information.

Schools opened or closed with prayer.		Schools using Bible.	Commencement exercises, Reg. 55.	Number of pupils in— Form I.	Form II.	Form III.	Form IV.	No. of pupils from municipalities composing High School district.	From other municipalities within the county.	From other counties.	Who passed Law Society matriculation examination.	Who passed Medical Council matriculation examination.	Who passed examination as Students of Surveying	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession	Who became teachers.	Who left for other occupations.
1	1	.....	1	88	68	44	29	172	39	18	.....	.....	.....	8	11	3	16	23
2	1	1	....	69	102	28	6	107	96	2	.....	.....	.....	11	6	5	12	17
3	1	...	...	234	68	23	4	213	86	30	....	.....	.....	....	..	....	15	
4	1	1	1	95	150	42	21	211	87	10	.....	.....	2	15	8	5	8	6
5	1	1	1	161	127	67	17	216	144	12	.. ..	....	.....	20	20	5	20	25
6	1	1	....	57	63	29	3	62	90	....	... ..	.....	.....	10	5	1	9	10
7	1	1	....	52	65	28	5	96	52	2	... ..	....	... ..	5	9	4	6	10
8	1	1	....	41	148	59	22	78	114	78	.....	.....	.....	2	6	1	44	10
9	1	.....	....	120	101	45	23	159	85	45	.....	.....	.....	12	5	7	17	14
10	1	...	....	100	99	41	17	144	107	6	.....	.....	.....	8	5	6	20	10
11	1	.....	....	105	94	36	19	194	40	20	.....	.....	....	8	6	5	12	7
12	1	1	....	297	250	116	88	629	58	64	2	4	.....	40	5	57	40	30
13	1	....	1	96	41	20	9	104	52	10	.....	.....	....	9	6	....	4	22
14	1	1	1	199	69	55	7	276	44	10	.....	.....	....	....	....	....	16	
15	1	.....	....	252	76	20	....	171	118	59	.....	.....	.....	18	45	14	45	43
16	1	1	....	340	194	105	59	581	111	6	....	1	1	75	30	10	28	80
17	1	. .	....	84	104	36	14	106	112	20	.....	2	.....	12	15	7	14	11
18	1	1	....	116	101	38	24	137	130	12	.....	1	.....	20	20	2	22	32
19	1	1	1	285	75	61	26	346	72	29	....	.....	....	36	11	*23	7	21
20	1	.....	1	114	164	104	59	170	190	81	. .	3	....	25	15	8	80	60
21	1	.....	1	107	60	25	11	121	78	4	.....	....	.....	6	3	...	20	29
22	1	.....	...	90	120	52	13	220	52	3	....	...	.....	14	6	5	30	20
23	1	....	....	80	74	46	18	60	137	21	.....	2	.....	12	16	10	14	16
24	1	.....	..	171	70	34	6	193	82	6	....	1	....	12	15	7	5	41
25	1	1	....	118	63	31	11	78	142	3	.....	2	.....	10	28	2	30	15
26	1	.....	1	177	106	59	23	256	90	19	.....	.....	.....	17	7	6	25	26
27	1	.....	1	193	91	31	1	122	154	40	.....	.....	.....	10	30	5	30	50
28	1	.....	..	194	65	82	33	238	81	55	....	2	.....	25	20	8	15	50
29	1	.....	1	102	72	48	31	115	69	69	....	.....	.....	10	23	7	22	13
30	1	.....	1	200	67	38	19	209	93	22	.....	.....	...	32	20	6	22	15
31	1	.....	...	220	189	73	29	491	5	15	.....	....	.....	7	3	....	5	
32	1	1	1	163	106	88	52	362	33	14	.....	.....	...	25	5	5	25	120
33	1	1	1	345	79	25	....	409	25	15	.....	2	2	46	2	3	22	102
34	1	1	1	149	27	7	..	92	89	2	.....	.....	.....	10	6	...	8	16
35	1		1	124	138	60	24	170	166	10	.....	3	1	20	25	10	35	12
1	35	15	16	5358	3466	1696	723	7308	3123	812	2	23	6	590	437	237	743	956
2	31	16	14	7705	1851	645	38	6597	2803	839	3	30	5	638	410	200	705	697
3	4	.....	2	....	1615	1051	685	711	320	.....	.....	.....	1	....	27	37	38	259
4	....	1	...	2347	.	.	....	....		27	1	7	.....	48				
5	100	43	45	48	31	15	6	65	28	7								

X.—TABLE K—The

High Schools.	Brick, stone or frame school house.	Freehold or rented school house.	Size of playground.	Days open during the year.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Miscellaneous: Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture Readings.
			acres.			$	$	$		$		$	
1 Alexandria	B	F	1 1/5	199	....	143	116	62	..	....	..	....	....
2 Almonte	S	R	1	205	1	648	304	46	..	....	..	....	1
3 Arnprior	B	F	2	204	1	283	103	44	..	40	..	....	....
4 Arthur	B	F	4	205	....	144	185	24	..	....	..	....	....
5 Athens	S	F	2	202	....	321	290	35	..	....	..	....	....
6 Aurora	B	F	4 1/2	204	....	211	310	56	..	....	..	....	....
7 Beamsville	B	F	2	202	1	283	167	37	..	....	1	25	....
8 Belleville	B	F	1 1/4	200	1	257	342	134	..	....	..	....	....
9 Berlin	B	F	3 3/5	201	....	256	940	39	.	....	1	100	...
10 Bowmanville	B	F	2 1/2	203	....	548	427	54	..	20	1	100	1
11 Bradford	B	F	2 1/2	206	..	..	....	....	....	....	..	....	....
12 Brampton	B	F	5	206	....	192	334	10	..	10	1	20	....
13 Brighton	B	F	1/2	200	1	140	256	29	..	....	..	....	1
14 Caledonia	B	F	1 1/2	205	1	254	303	50	..	....	..	....	...
15 Campbellford	B	F	2/3	203	1	131	278	33	..	....	..	....	1
16 Carleton Place	S	F	1	205	1	271	359	48	..	....	..	....	1
17 Cayuga	B	F	1	205	....	142	154	29	..	....	..	....	1
18 Colborne	B	F	1/2	119	1	228	236	62	..	....	..	....	1
19 Cornwall	B	F	1 1/5	206	....	297	228	135	..	....	..	....	..
20 Deseronto	B	F	2	206	....	263	278	42	1	275	1	50	....
21 Dundas	B	F	2 1/2	203	1	244	273	82	..	....	..	....	1
22 Dunnville	B	F	1/4	198	...	252	404	51	..	....	..	....	1
23 Dutton	B	F	1	198	....	111	449	32	..	....	..	....	....
24 Elora	S	R	1/2	195	....	51	222	96	1	.	1	5000	1
25 Essex	B	F	3 1/5	203	....	161	247	75	1	804	..	....	1
26 Fergus	S	F	1	205	1	219	202	75	..	....	..	....	1
27 Forest	B	F	1	206	....	169	260	29	..	25	..	....	....
28 Gananoque	S	F	1/3	201	1	136	134	78	..	....	..	....	1
29 Georgetown	B	F	4 1/2	199	....	148	267	34	..	....	1	....	1
30 Glencoe	B	F	2	120	....	311	223	47	..	10	..	....	....
31 Gravenhurst	F	R	1	205	....	128	233	34	..	....	..	....	....
32 Grimsby	F	F	1	199	....	110	92	44	..	....	..	....	1
33 Hagersville	B	F	1 1/2	203	....	238	312	32	..	....	..	....	1
34 Harriston	B	F	3 1/2	204	....	86	315	58	..	....	..	....	1
35 Hawkesbury	B	F	1 1/3	198	1	204	253	58	..	....	..	....	1
36 Iroquois	B	F	1 1/4	201	....	276	350	55	..	35	..	....	1
37 Kemptville	B	F	2	206	1	127	307	60	1	428	..	....	....
38 Kincardine	B	F	5	200	1	358	512	90	..	14	..	....	1
39 Listowel	B	F	2 1/2	201	....	210	238	62	1	200	..	....	....
40 Lucan	B	F	3	200	....	167	385	45	..	....	..	....	....
41 Madoc	B	F	1	201	.	155	364	80	1	280	..	....	1
42 Markham	B	F	1	198	....	66	164	....	..	....	..	....	....
43 Meaford	B	F	3	202	....	233	337	35	..	....	..	....	1
44 Mitchell	B	F	3/4	304	....	147	268	50	1	480	..	....	....
45 Mount Forest	B	F	2 1/2	205	....	300	422	76	..	5	..	....	1
46 Newburgh	S	F	1 1/2	198	1	347	169	38	..	....	..	....	....
47 Newcastle	B	F	1	203	1	95	137	43	..	....	..	....	1
48 Newmarket	B	F	2	201	....	147	400	53	.	8	.	....	1
49 Niagara	B	F	1/2	205	....	159	101	33	..	....	..	....	1
50 Niagara Falls S.	F	F	2	205	....	96	170	41	..	....	..	....	...
51 Norwood	B	F	1 1/2	202	1	266	170	8	..	15	..	....	1
52 Oakville	B	F	1 3/4	204	1	241	171	24	..	....	..	....	1
53 Omemee	F	F	3/4	202	1	170	147	32	..	....	..	....	....
54 Orangeville	B	F	2 1/2	200	....	423	398	54	..	....	..	....	1
55 Orillia	B	F	2 1/2	204	....	337	249	4	1	188	..	....	....
56 Oshawa	B	F	3	200	1	269	318	77	..	....	1	50	1
57 Paris	B	F	1/2	204	1	219	385	103	..	38	..	....	1

High Schools.

Information.

	Schools opened or closed with prayer.	Schools using Bible.	Commencement exercises, Reg. 55.	Number of pupils in— Form I.	Form II.	Form III.	Form IV.	No. of pupils from municipalities composing High School district.	From other municipalities within the county.	From other counties.	Who passed Law Society matriculation examination.	Who passed Medical Council matriculation examination.	Who passed examination as Students of Surveying.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.
1	....	.....	1	68	1	1	....	65	3	2	....	.....	.....	2	5	...	1	3
2	1	1	1	70	65	40	9	103	44	37	1	.....	.....	5	7	5	12	16
3	1	.....	.. .	70	13	14	6	67	26	10	.....	.....	.....	5	1	1	7	6
4	1	.....	....	41	39	9	....	49	40	.....	.....	.....	.....	4	4	....	5	11
5	1	...	1	97	77	31	....	68	135	2	.....	.. ..	.....	6	8	4	21	18
6	1	1	....	34	65	38	....	69	64	4	....	.....	.....	3	...	1	4	5
7	1	1	....	26	20	3	....	19	29	1								
8	1	1	....	129	70	41	10	219	23	8	.....	.....	1	17	5	3	11	31
9	1	1	1	80	30	23	7	55	78	7	.....	.....	.....	8	3	..	7	10
10	1	1	1	74	61	30	23	106	79	3	.....	.....	.....	6	2	6	15	4
11	1	1	....	50	59	11	....	47	73	.....	.....	.....	.....	5	20	....	7	6
12	1	.....	1	87	46	50	23	108	92	6	.....	.....	.....	3	4	....	12	
13	1	.....	....	27	31	7	.. .	64	.....	1	.....	....	1	5	4	....	3	10
14	1	1	....	31	68	27	....	44	63	19	.....	.....	.....	2	10	....	8	5
15	1	.....	....	48	72	32		65	81	6	.....	.....	.....	7	8	...	14	7
16	1	.....	...	142	25	9	....	136	18	22	....	.....	1	10	3	5	5	20
17	1	.....	....	19	35	12	...	24	42	... ..	.....	.....	.....	3	4	....	4	3
18	1	..	....	17	38	12	1	33	34	1	.....	.....	....	2	6	1	6	12
19	1	1	...	86	52	38	....	78	67	31	.....	.....	.....	4	6	....	24	
20	....	.....	...	92	18	4	....	70	24	20	.....	.....	.....	3	6	2	10	12
21	1	1	1	45	43	30	1	53	66	.....	.....	....	.....	6	2	....	8	5
22	1	1	1	40	60	8	9	40	73	4	.....	.....	.....	4	6	2	10	12
23	1	.....	....	35	48	16	3	97	4	1	.....	.....	.....	4	3	....	7	14
24	1	.....	....	29	31	14	8	39	43	.....	.....	.....	.....	4	4	2	4	3
25	1	.....	...	43	39	19	9	47	57	6	.....	.....	.....	12	3	....	11	3
26	1	.....	....	49	64	34	....	85	58	4	.....	.....	.....	20	15	8	18	
27	1	1	1	119	13	6	....	66	72	.....	... ..	.....	.....	.....	15	....	12	6
28	1	....	....	133	12	3	....	114	29	5	.....	.....	.....	10	2	1	4	10
29	1	.. .	1	99	60	24	4	60	82	45	.. ..	.....	.....	4	8	....	4	5
30	1	....	1	62	54	31	20	79	57	31	.....	.... .	1	5	10	2	14	10
31	1	1	...	15	28	10	....	47	3	3	...	.....	.... .	3	...	....	3	6
32	1	.....	....	24	18	2	...	22	17	5	...	.....	.....	....	4	2	....	2
33	1	1	...	46	48	22	6	51	65	6	.....	.....	.....	1	6	....	4	6
34	1	1	..	56	92	47	28	53	86	84	.... .	2	.....	14	16	2	38	8
35	1	....	....	66	13	....	....	54	24	1	.....	.....	.....	....	1	....	1	3
36	1	....	1	73	69	29	1	56	99	17	.....	.....	.....	11	14	4	9	7
37	1	.....	....	84	88	30	....	70	73	59	.....	.....	1	4	15	10	20	15
38	1	1	....	45	80	34	12	67	101	3	..	... ..	.....	4	5	1	12	41
39	1	.....	1	151	32	..	....	83	90	10	.....	.....	.....	....	4	6		
40	1	1	1	49	47	27	7	44	82	4	....	.....	.....	6	14	4	8	10
41	1	1	1	14	69	14	....	40	56	1	.. ..	.....	.....	5	3	1	14	2
42	1	1	....	56	90	39	9	41	146	7	.....	.....	2	5	11	....	6	13
43	1	.....	....	37	63	16	4	71	47	2								
44	1	... ..	1	53	66	19	12	86	60	4	.....	.....	.....	8	8	4	10	6
45	1	.....	....	30	52	26	3	64	18	29	.....	.....	.....	4	3	....	7	6
46	1	....	....	22	47	14	....	23	60	....	.... .	.....	.....	6	8	....	4	2
47	1	.....	....	44	7	.....	....	22	26	3	.....	1	.....	1	4	....	3	6
48	1	....	1	36	64	37	....	53	74	10	.....	.....	.....	5	11	5	9	15
49	1	.....	....	36	2	.....	....	29	9	....	....	.....	.....	6	3	....	1	1
50	1	.....	1	74	48	16	1	90	18	31	.....	1	....	4	....	....	9	
51	1	1	....	60	58	22	1	61	70	10	....	1	.....	3	5	....	10	2
52	1	.....	....	30	70	18	....	55	52	11	.....	.....	... ..	5	10	...	5	15
53	1	....	...	43	18	....	...	42	18	1	....	.....	.....	....	2	2	7	
54	....	.....	1	93	83	43	9	80	92	56	....	.....	.....	17	27	6	24	30
55	1	1	....	100	60	17	9	119	50	17	1	4	2	11	9	5	12	24
56	1	.....	1	109	39	33	8	134	45	10	.....	.....	.....	18	6	1	7	29
57	1	1	....	33	45	9	....	49	31	7	1	.....	.....	2	5	1	1	17

X.—TABLE K.—The

High Schools.	Brick, stone or frame school house.	Freehold or rented school house.	Size of playground.	Days open during the year.	Schools under United Board.	Miscellaneous: Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture Readings.
			acres.			$	$	$		$		$	
58 Parkhill	B	F	3	206	1	136	387	68	1	120	1	75	1
59 Pembroke	B	F	4	202	1	152	245	78	..	....	..	....	...
60 Petrolea	B	F	2⅝	206	....	315	292	31	..	....	..	...	1
61 Picton	B	F	1	203	....	374	388	57	..	....	..	....	....
62 Port Arthur	B	F	¾	201	....	.....	247	50	..	....	..	....	....
63 " Dover	B	F	2	200	1	65	300	100	..	....	..	....	1
64 " Elgin	B	F	1¼	200	....	141	280	43	1	320	..	...	....
65 " Hope	B	F	¾	203	....	197	369	45	..	....	..	....	1
66 " Perry	B	F	4	201	1	337	285	44	..	....	1	10	....
67 " Rowan	B	F	2½	206	1	52	163	19	..	11	..	....	.. 1
68 Prescott	S	F	⅛	200	1	87	119	66	..	....	..	....	.. 1
69 Renfrew	B	F	3½	202	1	104	88	18	..	....	..	....	.. 1
70 Richmond Hill	B	F	1	201	1	230	213	30	..	....	..	....	.. 1
71 Simcoe	B	F	2	206	1	153	232	42	..	....	..	....	.. 1
72 Smith's Falls	B	F	¾	206	1	355	372	68	..	....	..	....	...
73 Smithville	B	F	1½	205	....	50	211	36	..	....	..	....	1
74 Stirling	B	F	½	206	1	110	256	38	..	....	..	....	1
75 Streetsville	B	F	½	202	....	121	116	54	..	....	1	25	1
76 Sydenham	S	F	1½	204	....	292	202	17	..	....	..	....	....
77 Thorold	B	F	2	206	...	218	183	39	..	....	..	....	1
78 Tilsonburg	B	R	1	205	....	145	238	64	..	25	..	....	....
79 Toronto Junction	F	R	⅛	79	....	300	268	52	..	....	..	....	....
80 Trenton	B	F	3	203	1	155	297	79	..	....	..	....	1
81 Uxbridge	B	F	¾	200	1	205	288	38	..	....	..	....	1
82 Vankleekhill	B	F	1¼	203	....	95	140	...	..	....	..	....	...
83 Vienna	B	F	1½	205	1	99	258	105	1	475	..	....	1
84 Walkerton	B	F	1¼	204	....	172	418	52	..	15	..	....	1
85 Wardsville	B	F	2	202	1	139	140	35	..	....	1	2	....
86 Waterdown	S	F	2	199	1	147	266	36	..	....	..	....	....
87 Waterford	B	F	2	80	....	16	285	51	..	....	..	....	....
88 Watford	B	F	2	198	....	145	223	98	..	20	..	....	....
89 Welland	B	F	1	200	....	126	257	17	..	....	..	....	....
90 Weston	B	F	1½	203	....	132	162	55	..	....	..	....	....
91 Wiarton	S	F	1	200	....	217	80	31	1	339	..	....	1
92 Williamstown	B	F	¼	201	1	150	332	25	..	..	..	...	....
93 Windsor	B	F	2	202	1	107	518	34	..	6	..	....	....
	B S F	F R											
1 Total, 1892	77 11 5	88 5	158	198	40	18318	24776	4672	12	4206	12	5457	49
2 " 1891	77 10 5	85 7	149¾	200	42	15174	23028	5286	12	7561	10	3515	49
3 Increase	1	3	8¼	....	..	3144	1748	....	..	....	2	1942	....
4 Decrease	.....	2	.....	2	2	.....	.....	614	..	3355	..	....	....
5 Percentage	83 12 5	95 5	.....	....	45	.....	.....	....	13	....	13	...	53

High Schools.

Information.

	Schools opened or closed with prayer.	Schools using Bible.	Commencement exercises, Reg. 55.	Number of pupils in— Form I.	Form II.	Form III.	Form IV.	No. of pupils from municipalities composing High School District.	From other municipalities within the county.	From other counties.	Who passed Law Society matriculation examination.	Who passed Medical Council matriculation examination.	Who passed examination as Students of Surveying.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.
58	1	.....	1	72	15	17	....	42	49	13	.....	.....	.....	6	10	2	6	2
59	1	.....	1	91	33	16	2	98	36	8	....	1		14	4	6	12	19
60	1	.....	..	154	9	1	....	131	30	3	.....	.....	.....	10	2	....	3	2
61	1	.....	....	111	76	22	4	106	95	12	.....	.....	.....	15	10	2	15	21
62	1	.....	....	53	4	1	....	58	.....	.....	.....	.....	.....	8	....	8	....	8
63	1	.....	....	28	33	9	6	49	16	11	.....	.....	.....	3	2	....	8	4
64	1	1	....	42	59	42	....	69	69	5	.....	.....	.....	2	8	...	19	24
65	1	.....	....	127	32	15	.. .	95	70	9	.....	2	.....	15	12	1	14	17
66	....	.....	1	56	70	22	2	53	75	22	.....	2	...	5	8	4	16	7
67	1	.....	....	9	32	10	4	22	32	1	.....	.....	.....	....	3	....	4	8
68	1	1	1	30	38	11	....	53	24	2	.....	.....	.....	2	3	3	2	8
69	1	.....	....	63	45	21	....	53	71	5	.....	.....	.....	10	7	2	20	6
70	1	.....	....	53	10	2	....	64	.....	1	.....	.....	.....	....	2	....	1	
71	1	.....	1	55	95	34	....	95	88	1	1	.....	.....	20	20	3	15	15
72	1	....	....	98	61	34	10	112	37	54	.....	.....	.....	4	5	3	22	23
73	1	.....	1	29	39	17	7	57	34	1	. ..	....	.....	2	6	1	9	4
74	1	1	1	39	9	....	...	41	7	....	.....	2	.....	5	4	....	4	3
75	1	1	....	25	25	8	....	16	25	17	.. .	.....	.....	4	4	....	3	6
76	1	.....	1	59	40	14	....	107	.....	6	.....	1	.....	4	10	....	9	1
77	1	.....	1	35	32	2	....	56	7	6	....	. ..	.....	5	7	....	3	5
78	1	1	1	23	54	12	....	50	24	15	.....	.....	.....	12	3	....	2	5
79	1	.....	....	21	40	8	....	41	22	6	.....	.....	.....					
80	1	.....	....	25	66	26	...	70	12	35	3	2	.... .	10	8	6	16	12
81	1	.....	...	49	52	31	4	68	63	5	.....	.....	.....	4	9	4	8	12
82	1	.....	....	51	50	23	8	64	48	20	.. ...	.....	.....	1	....	....	11	
83	1	.....	....	33	4	2	....	38	.....	1	.....	.....	.....	1	1	1	4	2
84	....	... ..	....	97	98	37	10	89	135	18	.....	.....	... .	13	22	6	34	26
85	1	.....	....	13	21	6	3	29	4	10	.....	.....	.....	2	....	....	1	
86	1	1	1	25	42	15	....	71	3	8	.....	.....	.....	5	....	4		
87	1	1	....	37	27	7	....	22	43	6	.....	.....	.....	1				
88	1	1	....	83	68	12	7	66	104	.....	.....	.....	.....	6	4	....	5	3
89	1	1	....	59	54	18	....	72	57	2	1	.....	.....	.....	.....	.....	6	
90	1	1	...	81	16	4	....	25	57	19	.....	1	.....	10	15	2	4	4
91	1	1	....	57	....	....	....	46	11	.....	.....	.....	.....	1	...	1	3	
92	1	.....	....	37	39	21	....	92	3	2	.....	3	.....	3	6	3	7	8
93	....	.... .	....	123	48	13	7	132	55	4	.....	.....	.....	6	6	2	6	26
1	87	33	31	5462	4141	1674	317	6127	4472	995	8	22	10	521	569	161	784	794
2	85	33	35	9643	2032	301	15	6370	4587	1034	8	20	2	564	564	200	950	735
3	2	.....	....	....	2109	1373	302	....	.....	.....	.....	2	8	....	5	....	....	59
4	....	.....	4	4181	....	....	....	243	115	39	.....	.....	.....	43	. ..	39	166	
5	94	36	33	47	36	14	3	53	39	8								

XI.—TABLE L.—Protestant Separate Schools.

Statistics.	Anderdon.	No. 6, Bromley.	No. 9, Cambridge.	No. 3, Clarence.	No. 1, Marlboro'.	No. 1, Osgoode.	No. 2, Osgoode.	Puslinch.	Rama.	L'Orignal.	Penetanguishene.	Total.
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1891	.....	11 29	11 63	26 85	.....	37 81	36 63	62 88	277 36	361 89	.....	826 34
Government grants	12 10	19 70	7 41	12 57	2 36	79 59	.....	16 30	69 99	34 65	175 00	429 67
Municipal "	.....	.....	.....	.....	23 50	....	.....	.....	53 87	504 36	1902 41	2484 14
Trustees' school taxes	111 50	200 00	77 25	177 84	41 00	200 00	.....	260 00	450 00	.....	.....	1517 59
Other sources	153 40	.....	11	75 00	30 00	3 14	9 47	45 00	.....	5 00	1499 50	1820 62
Total	277 00	230 99	96 40	292 26	96 86	320 54	46 10	384 18	851 22	905 90	3576 91	7078 36
Expenditure:												
Teachers' salaries	160 46	215 50	87 50	89 00	78 00	200 00	9 00	272 00	485 00	375 00	1004 50	2975 96
School sites and buildings	5 45	.....	.....	131 12	.....	98 27	....	22 75	9 00	.....	1159 91	1426 50
Libraries, maps, etc	.....	.....	.....	.....	.....	.....	7 65	2 65	.....	.....	25 75	36 05
Other expenses	98 02	13 04	3 20	31 36	6 40	22 18	15 55	36 08	44 62	116 65	885 72	1272 82
Total	263 93	228 54	90 70	251 48	84 40	320 45	32 20	333 48	538 62	491 65	3075 88	5711 33
Balances on hand	13 07	2 45	5 70	40 78	12 46	09	13 90	50 70	312 60	414 25	501 03	1367 03
Teachers:												12 Teachers.
Certificate	Male, III.	Female, III.	Female, Temp.	Female, III.	Female, Temp.	Female, Temp.	Female, Temp.	Female, III.	Female, III.	Male, III.	Male II.	3 Male.
Salary	$300	$260	$168	$220	$160	$200	$200	$272	$500	$375	$700, Female III. $265	9 Female. 1 II. c. c. 7 III c.c. 4 Temp. c.
Pupils:												
Total attending	35	38	23	26	9	50	17	38	151	59	159	605
Boys	20	23	11	9	5	32	12	16	85	28	79	320
Girls	15	15	12	17	4	18	5	22	66	31	80	285
Attending less than 20 days	6	1	4	4	4	2	1	2	12	5	18	59
20 to 50 "	10	1	3	14	1	2	7	7	19	2	14	80
51 to 100 "	9	10	8	8	2	4	4	12	38	10	31	136
101 to 150 "	10	5	8	....	2	18	3	9	19	11	34	119
151 to 200 "	.....	21	.....	.....	.....	18	2	8	32	31	61	173
201 to 1 year	.....	.....	.....	.....	.....	6	.....	.....	31	.....	1	38
Average attendance	10	22	8	8	2	29	7	15	79	40	90	310

XI.—TABLE L—Protestant Separate Schools

Statistics.	Anderdon.	No. 6, Bromley.	No. 9, Cambridge.	No. 3, Clarence.	No. 1, Marlboro'.	No. 1, Osgoode.	No. 2, Osgoode.	Pushinch.	Rama.	L'Orignal.	Penetanguishene.	Total.
No. in 1st Reader, Part I	16	7	6	2	1	19	7	4	34	10	32	138
" " II	7	7	2	9	1	4	4	5	19	5	47	110
2nd Reader	4	2	4	4	2	12	1	8	26	12	29	101
3rd "	5	14	5	4	3	6	2	12	48	20	23	142
4th "	3	8	6	7	2	7	3	9	24	12	20	101
5th "	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	8	10
Writing	35	25	23	26	7	50	10	36	151	59	159	581
Arithmetic	35	38	23	26	8	50	11	36	151	59	159	596
Drawing	35	31	23	26	3	50	6	34	151	59	159	577
Geography	18	22	23	15	4	22	7	29	98	32	127	397
Music	.....	.....	.....	26	.....	.....	9	.....	151	.....	.....	186
Grammar	8	22	17	11	2	14	9	29	98	32	51	293
History	8	22	17	22	1	12	8	36	60	30	83	293
School houses	F	F	L	F	L	F	F	F	F	B	B	2 B, 7 F, 2 L
No. of maps	5	.....	7	2	.....	3	2	12	13	.....	8	52
No of globes	.....	.....	.....	.....	.....	.....	.....	1	.....	2	1	4
No. of trees planted on Arbor Day	.....	.....	.....	.....	.....	40	.....	.....	.....	.....	.....	40

XII.—TABLE M.—Report on Truancy.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truants reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	Name of Truant Officer.
Brantford	2		41	28	J. P. Wallace.
Guelph	5	65	8	2	T. W. Randall.
Hamilton	197	755	31	1	James Castell.
St. Thomas			2		Wm. Burrage.
London	3	55			Robert Crawford.
Towns.					
Alliston		2			John Moore.
Almonte		3			B. Cunningham.
Aurora		20	4		C. A. Petch.
Barrie		108			R. King, jr.
Berlin	20	100			W. Niehaus.
Blenheim		40			Miles Rotcham.
Bowmanville		13			Richard Jarvis.
Brampton		250			John Hurst.
Brockville		580	11		Charles Rose.
Chatham		4			J. R. Guttridge.
Clinton	2	2			Joseph Wheatley.
Dresden	25	10			Edwin Gonyon.
Dundas		10			James Chegwin.
Durham		7			T. R. Whelan.
Forest	3	10			Henry Harvey.
Galt			1	1	John Ahern.
Goderich	9	309			R. Johnston.
Gore Bay		3			James Liddicoatt.
Gravenhurst		4			Arch. Sloan.
Ingersoll	11	45			R. Northgraves.
Leamington		2			Milo Kenny.
Lindsay	1	94	16	5	D. C. Trew.
Little Current		13			R. Oliver.
Mount Forest		13	1		Thomas Stovel.
Newmarket		50			T. H. Lloyd.
Oakville	2				Geo. J. Sumner.
Orangeville		12			Robert Shields.
Orillia		37	2		G. Dreejer.
Oshawa		40			Wm. Halnan.
Owen Sound	3		2		A. E. Pratt.
Parkhill		1			B. F. Vanalstine.
Pembroke		50	4	4	G. W. McMartine.
Peterborough		10			Geo. I. Boszel.
Perth	2	3			Jno. Keays.
Port Hope		4			James Leach.
Prescott	3	9			Samuel Hoy.
Sarnia		99	9	1	P. H. Clark.
Sault Ste. Marie		1			A. B. McLean.
Simcoe	3				George Coates.
Strathroy	1				J. N. Dodd.
Thorold		2			Thos. Dundas.
Waterloo		40			Jacob Boehmer.
Welland		6			W. M. Eastman.
Woodstock	6	60	3	1	Wm. Baldwin.

XII.—TABLE M.—Report on Truancy.

Villages.	No. of children otherwise employed during school hours.	No. of cases of truants reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	Name of Truant Officer.
Acton		3			R. D. Graham.
Ailsa Craig		5			James Maguire.
Arnprior		8			Henry Todd.
Bobcaygeon		4	2		E. Blewett.
Brussels	1	63			John Broadfoot.
Burk's Falls	1	5	1		Wm. Wilson.
Caledonia		1			David Donaldson.
Campbellford		4			
Colborne	6	20			W. H. Smith.
Dundalk	4	30			Thos. Glazier.
Eganville		1			P. D. Campbell.
Elmira		4			Henry Heipel.
Elora	3	29			David Geddes.
Exeter	6	3			Enoch Follick.
Glencoe		1			Samuel Thompson.
Grimsby		2			Robert Teeter.
Kemptville		26			Elisha Nettleton.
London West	23	176	2	2	R. W. Ward.
Lucan		8			P. E. Butler.
Lucknow		42	2	2	Kenneth McLeod.
Newburgh		4			J. M. Taylor.
Niagara Falls South	5				Wm. Dalton.
Port Rowan		3			J. W. McCall.
Renfrew			2	2	B. J. McDermott.
Shelburne		2			J. E. Marshall.
Stirling		20			W. A. Mitchell.
Sutton		37			John Lyall.
Tara		5			L. G. Briggs.
Teeswater		5			J. Farquharson.
Thornbury		1			Thomas Boon.
Wallaceburg		2			Albert Ayres.
Watford		1			John Shaw.
Wiarton		27			H. W. Hull.
Total	347	3483	144	49	

XIII.—TABLE N.—Report on Kindergartens.

Cities.	No. of Kindergartens.	No. of Teachers.	No. of Pupils Attending.	Average Attendance.
Brantford	3	10	223	98
Hamilton	17	42	1440	676
Kingston	2	2	154	51
London	6	7	620	217
Ottawa	5	6	404	153
Stratford	1	4	109	37
Toronto	37	95	3722	1417
Towns.				
Aylmer	1	6	145	61
Brockville	1	4	120	30
Chatham	1	5	108	39
Dundas	1	1	111	48
Ingersoll	1	2	108	28
Niagara Falls	1	3	119	33
Peterborough	1	3	60	44
Strathroy	1	1	81	32
Tilsonburg	1	3	88	44
Toronto Junction	2	2	184	56
Waterloo	1	1	128	56
Villages.				
Campbellford	1	1	70	42
Preston	1	2	62	28
Total	85	200	8056	3190

XIV.—TABLE O.—Report on Night Schools.

Cities.	No. of Night Schools.	Teachers.	Pupils Attending.	Average Attendance.
Brantford	3	3	152	25
Hamilton	3	10	233	40
London	3	5	177	19
Ottawa	2	5	183	39
St. Catharines	1	1	18	6
Toronto	16	40	1432	349
Towns.				
Berlin	1	1	31	10
Galt	1	1	21	8
Chatham	1	1	38	8
Villages.				
Maxwell	1	1	8	2
Total	32	63	2293	506

XV.—TABLE P.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes); also, Normal and Model Schools. From the year 1867 to 1892, compiled from Returns in the Education Department.

No.	Subjects Compared.	1867.	1872.	1877.	1882.	1887.	1892.
1..	Population	.....	.....	.....	1913460		
2..	School Population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	447726	495756	494804	483817	611212	595238
3..	High Schools (including Collegiate Institutes).	102	104	104	104	112	128
4..	Normal and Model Schools	3	3	4	6	6	6
5..	Total Public Schools in operation	4261	4490	4955	5013	5277	5577
6..	Total Roman Catholic Separate Schools	161	171	185	190	229	312
7..	Grand total of all Schools in operation	4527	4768	5248	5313	5624	6023
8..	Total Pupils attending High Schools (including Collegiate Institutes)	5696	7968	9229	12348	17459	22837
9..	Total Students and Pupils attending Normal and Model Schools	800	800	900	1059	1204	1270
10..	Total Pupils attending Public Schools	382719	433256	465908	445364	462839	448204
11..	Total Pupils attending Roman Catholic Separate Schools	18924	21406	24952	26148	30373	37466
12..	Grand Total, Students and Pupils attending High, Public, Separate and Model Schools	408139	463430	500989	484919	511875	509777
13..	Total amount paid for the Salaries of Public and Separate School Teachers	1093516	1371594	2038099	2144448	2458540	2752628
14..	Total amount paid for the erection or repairs of Public and Separate School-Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, etc.	379672	835770	1035390	882526	1283565	1301289
15..	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries, Apparatus, etc.	1473188	2207364	3073489	3026974	3742105	4053917
16..	Total amount paid for High School (including Collegiate Institutes) Teachers' Salaries	94820	141812	211607	253864	327452	470828
17..	Total amount paid for erection or repairs of High School (including Collegiate Institutes) Houses, Maps, Apparatus, Prizes, Fuel, Books, etc.	19190	31360	51417	89857	168160	215871
18..	Amount paid for other educational purposes*	332825	439690	250968	2[illegible]2307	280832	353987
19..	Grand total paid for educational purposes	1920023	2820226	3587481	3633002	4518549	5094603
20..	Total Public and Separate School Teachers	4890	5476	6468	6857	7594	8480
21..	Total Male Teachers	2849	2626	3020	3062	2718	2770
22..	Total Female Teachers	2041	2850	3448	3795	4876	5710
23..	Average number of days each Public School has been kept open	208	208	208	206	208	208

*Colleges and Private Schools are included for 1867 and 1872, but not for 1877, 1882, 1887, 1892.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1893.*

1. ORDERS IN COUNCIL.

I. Payment for services and travelling expenses of Commissioners appointed to Inspect Schools in which French is Taught in the Counties of Prescott and Russell, Approved (16th August, 1893).

II. Further Allowance for Travelling Expenses in connection with the French Commission, Approved (25th September, 1893).

III. Allowance to Dr. S. P. May for services in connection with Educational Exhibit at the World's Fair, Chicago, Approved (30th September, 1893).

V. Isaac M. Levan, B.A., Appointed Vice-Principal of the Ontario School of Pedagogy, Approved (12th October, 1893).

VI. Agreement Respecting the Publication of the "Public School Psysiology and Temperance" by the Methodist Book and Publishing Co., Approved (15th November, 1893).

VI. Samuel Bower Sinclair, B.A., Appointed Vice-Principal Provincial Normal School, Ottawa, Approved (20th December, 1893).

THE COLLEGIATE INSTITUTE, KINGSTON, ONT.

2. CIRCULARS FROM THE MINISTER.

High School Entrance Examination.

Memo. for Boards of Examiners.

1 Owing to the non-observance of Reg. 27 (4) and (5) (*a*) both candidates and the Education Department have often been subjected to serious and unnecessary inconvenience. It is indispensable that hereafter the reports and examination papers shall be transmitted to the Department on or before the 20th of July, and that all appeals shall be made on or before the 15th of August. No appeal will be considered after the latter date; and, in justice to the candidates, the decision of the Minister should be published at least a week or ten days before that date. This will be impossible if the report is not received at the Education Department on the date fixed by the Regulations. High School Entrance Boards will therefore make such a distribution of the answer papers amongst their members as will secure the necessary promptness; and, when the approved admissions are published, the Public School Inspector or the High School Principal, as the case may be, will notify the candidates of the date at which appeals must be lodged.

2. As required by Reg. 27 (1), the reasons for recommendation shall be set forth fully in each case, and no candidate should be recommended on the ground of age who shall not have reached at least his fifteenth year before the date of the next entrance examination, or who has made a bad failure in any subject, or whose total is not considerably in excess of the required minimum. All recommendations should be made before the report is transmitted to the Department, and only with the approval of the Board.

3. Notwithstanding the directions on the examination papers in Arithmetic in regard to the obligatory questions, marks have sometimes been allowed for imperfect answers. The directions at the head of the paper must be followed strictly in every case.

4. The High School Inspectors report that, in some cases, the standard set by the examiners is too low, and that Reading in particular is often marked too high. It is not possible for the officers of the Department to revise all the results, and it is the duty of each member of the Board to see that such a standard is maintained as shall do justice to both the Public and the High Schools.

5. The results should be submitted at a meeting of the whole Board, and the report should be signed by all the members only after a full consideration.

6. It should be understood that pupils admitted under 27 (6) are not to be enrolled by the Principal or to receive any instruction from the teachers until their provisional admission has been sanctioned by the Minister. Application should be made only in behalf of pupils who could not have presented themselves at the examination, and as a rule when the work of the term is considerably advanced, admission should not be granted to pupils only fit for the lowest classes. It will best serve the interests of both High and Public Schools for such pupils to wait for the next entrance examination.

Toronto, June 1893.

Subjects of Examination.

For Teachers' Certificates in the Algoma, Parry Sound and Nipissing Districts. July, 1894.

1. *Reading.*—The principles of Orthoëpy and Elocution; Reading, Spelling and Syllabication.

2. *Dictation.*—No paper will be set in Dictation, but one mark shall be deducted for every mis-spelt word from the marks obtained in a subject. One mark shall also be deducted for each instance of bad English.

3. *English Grammar.*—Etymology and Syntax; exercises, chiefly on passages from uthors not prescribed.

4. *English Composition and Rhetoric.*—Rhetorical analysis of passages from prose authors not prescribed ; themes on familiar subjects and the prescribed texts ; familiar and business letters.

5. *English Poetical Literature.*—Intelligent comprehension of and familiarity with the prescribed texts ; memorization of the finest passages ; oral reading of the texts.

6. *History and Geography.*—The leading events of Canadian and British History—the nineteenth century more particularly. Commercial, physical and mathematical Geography. Geography of Canada and the British Empire more particularly.

7. *Arithmetic and Elementary Mensuration.*—Arithmetic in theory and practice ; special attention to commercial problems ; areas of rectilinear figures, and volumes of right parallelopipeds and prisms ; the circle, sphere, cylinder and cone.

8. *Commercial Course.*—Writing ; précis writing and indexing ; book-keeping, single and double entry ; commercial forms ; general business transactions.

9. *Drawing.*—Bk. 1, Architecture ; Bk. 2, Constructive Drawing ; Bk. 3, Industrial Design ; Bk. 4, Landscape Drawing, Historical Ornament, etc.

Note.—For 1894, any four of the books of the High School Drawing Course will be accepted in lieu of two books of the new course. Also equivalent Art School Certificates may be submitted for all or any of the Drawing Books.

10. *Book-keeping.*—Each candidate shall submit for examination his school work in Book-keeping and Commercial Transactions, which shall consist of the following as a minimum : Four sets, each of at least ten foolscap pages or the equivalent thereof, and each comprising the necessary books of original entry with ledger and bill book. The sets shall consist of one in single entry and three in double entry, and the books of each set, if written in a blank book, shall be entered together and shall be wholly separate from the others. The single entry shall be especially suitable for farmers and artizans or for retail merchants and general traders, and shall employ the cash book, ledger, and bill book, in addition to the necessary books of original entry. One of the double entry sets shall be suitable for retail merchants, and shall show transactions covering a period of two months of actual business, the ledger being closed at the end of each month and a statement of resources and liabilities shown. The second double entry set shall be set in Partnership, embracing transactions in Commission and Brokerage, and the third shall be a continuation of the single entry set, showing clearly the transfer from single to double entry. Any three accounts in the single entry set shall be made in proper form and submitted to the examiners. The candidates shall also submit at least two examples of each kind of commercial forms and correspondence pertaining to the sets. A descriptive index shall accompany each of the four sets, and the transactions in each set shall be different from year to year. Any three sets will be accepted.

Examination in Oral Reading, Drawing and Commercial Course.

In conducting the examination in the above subjects, the examiners will be guided, as far as the circumstances will permit, by the provisions of Regulation No. 28. (Circular, August 3rd, 1893.)

Note.—Candidates who are not pupils at a High School will themselves hand in their sets of Book-keeping and Drawing Books to the presiding examiner on the morning of the first day of the examination. The books must be accompanied by a declaration from the candidate that they contain the candidate's own work only, and that he has completed the Commercial and Drawing courses prescribed.

Literature Selections.

English Poetical Literature.—The following lessons from the High School Reader will be the subjects for examination for candidates for the primary examination, but the examination in *Oral Reading* will not necessarily be confined to these selections.

1894. III., The Trial Scene in the "Merchant of Venice ;" VII., To Lucasta, on Going to the Wars ; IX., on the Morning of Christ's Nativity ; XXVIII., The Cotter's Saturday Night ; XXIX., The Land o' the Leal ; XXXI., To a Highland Girl ; XXXIV., The Well of St. Keyne ; XXXV., The Isles of Greece ; LVIII., Each and All ; LXVIII.,

The Hanging of the Crane; LXIX., As Ships Becalmed at Eve; LXX., Duty; LXXV., The Cloud Confines; LXXVI., Barbara Frietchie; LXXVII., Contentment; LXXIX., The Lord of Burleigh; LXXX., Break, Break, Break; LXXXI., The "Revenge;" XC., Rugby Chapel; XCIV., Too Late; XCV., Amor Mundi; XCVI., Toujours Amour; XCVII., England; XCVIII., Rococo.

English Prose.—In English Composition the examiner will allow a choice of subjects, some of which must be based on Scott's Quentin Durward, with which the candidate is expected to familiarize himself by careful reading.

District of Algoma.

Examinations for entrance to High Schools, and for Teachers' Certificates, will be held at Rat Portage, Port Arthur, Sault Ste. Marie, Thessalon, and Gore Bay. Candidates will make application to Donald McCaig, Esq., Collingwood, Inspector of the District.

Districts of Parry Sound and Nipissing.

Similar examinations will be held for the District of Parry Sound at Burk's Falls, Parry Sound, and Orillia, and in the District of Nipissing at North Bay. The Entrance Examination only will be held at Mattawa and Sudbury. Candidates will make application to the Rev. George Grant, B.A., Orillia, Inspector of the Districts of Parry Sound and Nipissing.

As required by the regulations of the Education Department, all applications should be made to the Inspector not later than the 24th of May, and those for Teachers' Certificates must be accompanied by a fee of $5 (five dollars) and testimonials of moral character.

Candidates for the Entrance Examination will be required to remit a fee of $1 with their application.

DEPARTMENTAL REGULATIONS.—HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

ENTRANCE EXAMINATIONS.

General.

21. In addition to the provisions of the High Schools Act, the following general regulations shall govern the High School Entrance Examination:

(1) No teacher who has pupils writing at the Entrance Examination shall be eligible as examiner where such pupils are writing.

(2) At every High School and Collegiate Institute, and at such other places as may be recommended by the county council, an examination for admission of pupils to High Schools and Collegiate Institutes shall be held in July of each year on papers prepared by the High School Inspectors and such other examiners as may be appointed by the Minister of Education.

(3) Candidates desiring to be examined at a city or town forming a separate inspectoral district shall notify the Inspector of such city or town. In all other cases notice shall be sent to the County Inspector; and if more examinations than one are held in the county, the place at which the candidate desires to be examined shall be named.

(4) High School Boards shall have power to require each resident or non-resident pupil to pay a fee not exceeding one dollar. County councils shall have like power regarding county pupils, but any sum thus received from county candidates shall be deducted from the amount for which the county is liable for maintenance.

(5) When the county council recommends the holding of an examination at any place other than the High School, the presiding examiner shall be paid the sum of $3 per diem, and travelling expenses for conducting such examination, and the examiners shall be allowed the sum of $1 per candidate for reading the examination papers. It shall be lawful for the county treasurer to pay all the expenses of such examination on the certificate of the County Inspector.

Subjects of Examination.

22.—(1) The Entrance Examination will be based on the subjects prescribed for Form IV. of the Public Schools The examination in Literature will be based partly on prescribed selections from the authorized Fourth Reader, and partly on the remaining lessons in the same reader; and the candidate will be expected to have memorized prescribed selections from the Fourth Reader. At the examination in Composition the candidate will be expected simply to write a letter and a narrative or description, each being of about thirty lines in length.

(2) Candidates shall submit their work in Drawing and Writing, covering a period of at least three months. When the authorized books are used, Copy Book No. 6 and Drawing Book No 5 will be accepted; but no discrimination will be made in favor of work contained in the authorized drawing-book or copy book if the prescribed course is covered.

Duties of Inspector.

23.—(1) Applications shall be received by the Inspector for the examination not later than the 1st of May.

(2) The Inspector shall notify the Department not later than the 3rd day of May in each year, of the number of persons desiring to be examined at any High School or other authorized place within his jurisdiction.

(3) In any city or town forming a separate inspectoral division, the Inspector or Inspectors of such city or town shall preside at the examination, and, in conjunction with the Board of Examiners for such city or town, shall read the papers and report to the Department.

(4) In counties in which more High Schools than one are situated, the Inspector for the county shall elect at which High School he will preside, and shall notify the Department of the choice he makes, and in each of the other High Schools the Principal of the High School shall preside.

(5) In the case of examinations affiliated with a High School, the Inspector within whose district such affiliated examinations are held shall appoint presiding Examiners, who shall be teachers in actual service, notice of which shall be sent to the Education Department; and such Inspector, together with the examiners of the High School with which the examination is affiliated, shall be the Board of Examiners in all such cases.

(6) Where, from the number of candidates, or any other cause, additional presiding Examiners are required, the Inspector shall make such appointments as are necessary, preference being given to the other members of the Board of Examiners. The Inspector shall not appoint as presiding examiner any teacher who has taken part in the instruction of any of the candidates in the room where he presides, or who is not in actual service.

(7) Where more examinations than one are held in an inspectoral district, the papers will be sent by the Education Department to the Inspector, or the presiding Examiner, as the case may be.

(8) The parcel containing the examination papers shall not be opened till the morning of the examination day, nor shall any envelope containing the papers in any subject be opened until the time appointed in time-table for the examination in each subject.

Duties of Presiding Examiners.

24. It shall be the duty of presiding Examiners :

(1) To be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and to see that the candidates are supplied with the necessary stationery, and seated so far apart as to afford reasonable security against copying.

(2) To open the envelope containing the papers in each subject in full view of the candidates at the time prescribed, and to place one paper on each candidate's desk.

(3) To exercise proper vigilance over the candidates to prevent copying, and to allow no candidate to communicate with another, nor permit any person, except a co examiner, to enter the room during examination.

(4) To see that the candidates promptly cease writing at the proper time, fold and endorse their papers promptly, and in every respect comply with the regulations herein contained.

(5) To submit the answers of the candidates to the Examiners according to the instructions from the Board.

Duties of Candidates.

25. The following shall be the duties of High School Entrance candidates :

(1) Every candidate shall be in attendance at least fifteen minutes before the time at which the examination is to begin, and shall occupy the seat allotted by the presiding Examiner. Any candidate desiring to move from his allotted place or to leave the room, shall first obtain permission from the presiding Examiner to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

(2) Every candidate shall write his answers on one side only of the paper, and shall number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. No paper shall be returned to a candidate after being placed in the hands of the presiding Examiner.

(3) Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the presiding Examiner to leave the room, and his papers and the papers of all the guilty parties shall be cancelled.

(4) Candidates for examination in Drawing and Writing must place their drawing and copy books in the hands of the presiding Examiner on the morning of the first day of the examination. Every exercise must be certified by the teacher as being the candidate's own work.

Duties of Examiners.

26. In reading the papers the Examiners shall be guided by the following schedule of values and instructions :

(1) Reading, 50 marks ; Drawing, 50 ; Physiology and Temperance, 75 ; Writing and Neatness, 35 ; Writing, 50 ; Orthography, 30 ; Literature, 100 ; Arithmetic, 100 ; Grammar, 100 ; Geography, 75 ; Composition, 100 ; History, 75. The marks for neatness shall be divided equally among the last seven subjects, and shall be added to the value herein assigned to those subjects. Of the marks for Drawing and Writing, 25 will be assigned to the paper on these subjects, and a maximum of 25 may be awarded as the result of the inspection of the candidate's drawing and copy books. Two marks shall be deducted for each mis-spelt word on the other papers.

(2) Examiners should return the drawing and copy books to the candidates at the close of the examination.

(3) The papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout.

(4) Each Examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, shall sum up the total on each page at the foot of the margin, and shall place the general total on the back of the outside sheet, indicating the deductions for mis-spelt words, and the additional marks for neatness, thus, *e. g.*, History, 60—5sp. + 3n. = 58, and initialing each set of papers examined.

Reports, Certificates and Appeals.

27.—(1) Any candidate who obtains one-third of the marks in each subject (neatness included) and one-half of the aggregate may be admitted provisionally to a High School by the Board of Examiners. Of those who fail, only the following classes of candidates should be recommended: (*a*) Those who fail to reach the standard prescribed in some subject, who have not made a bad failure in any subject and who have made considerably more than the aggregate marks required; (*b*) Those who, in the opinion of the Examiners, on account of age or for some special reason, should be recommended to the favorable consideration of the Minister of Education. No candidate should be recommended on the ground of age alone, who shall not have reached at least his fifteenth year before the date of the next Entrance Examination. The reasons for recommendation shall be set forth in full opposite the name of each candidate recommended.

(2) The names of candidates passed or recommended shall not be published until after the decision of the Minister has been received.

(3) The Inspector shall issue a certificate to each candidate whose admission has been approved by the Minister of Education.

(4) The report of the Examiners, together with the answers of the candidates, shall be transmitted by the Inspector to the Education Department (charges prepaid) on or before the 20th of July in each year.

(5) Candidates may claim to have their papers re-read upon the following conditions:

(*a*) The appeal or claim must be in the hands of the Minister of Education on or before the 25th of August, and the ground of the appeal must be specifically stated. The Examiners shall dispose of all appeals without delay, and no appeal shall subsequently be entertained on any ground whatever.

(*b*) A deposit of $2 must be made with the Department, which deposit will be returned to the candidate if his appeal or claim is sustained.

(6).—(*a*) When at any time during the interval between Entrance Examinations it is considered desirable to admit a pupil provisionally until the next examination, the Principal of the High School and the Public School Inspector shall at once report in detail upon the case to the Minister of Education. Application should be made only in behalf of pupils who could not have presented themselves at the examination; and as a rule, when the work of the term is considerably advanced, admission should not be granted to pupils only fit for the lowest classes.

(*b*) Pupils proposed for admission under this regulation are not to be enrolled by the Principal or to receive any instruction from the staff until their provisional admission has been sanctioned by the Minister.

(*c*) Pupils provisionally admitted shall not be required to pass the examination in Literature or to submit drawing and copy books at the Entrance Examination.

TIME-TABLE.

First Day.

A.M.	8.45	Reading Regulations.
	9.00-11.00	English Grammar.
	11.10-12.40	Geography.
P.M.	2.00- 4.00	Composition.
	4.10- 4.45	Dictation.

Second Day.

A.M.	9.00-11.00	Arithmetic.
	11.10-12.20	Drawing.
P.M.	1.30- 3.00	History.

Third Day.

A.M.	9.00-11.00	English Literature.
	11.10-11.40	Writing.
P.M.	1.30- 3.00	Physiology and Temperance.

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners.

NOTE.—The presiding Examiner will please see that the seal is intact when the bag containing the examination papers is received by him. The bag can be opened when required, by breaking the wire close to the seal.

The candidate's answers are to be returned in the bag, which is to be folded and tied so that the words "The property of the Education Department" will be outwards. The shipping tag addressed to the Education Department to be securely attached to the strap.

All express charges on parcels sent to the Department are to be prepaid.

At the close of the examination the presiding Examiners are requested to take charge of all surplus examination papers, and to retain them or hand them to the Public School Inspector for future distribution amongst applicants for them.

The Public School Leaving Examination, or some modification thereof, will be substituted for the present High School Entrance Examination as soon as the results of the present changes in the Public School Leaving Examination justify the Education Department in adopting this course.

Toronto, August, 1893.

DEPARTMENTAL REGULATIONS; HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

DUTIES OF PRINCIPALS, ASSISTANT MASTERS AND PUPILS; COURSES OF STUDY.

General.

1. In every High School or Collegiate Institute the head teacher shall be called the Principal, and the other teachers, Assistants.

2. It shall be the duty of the Principal to determine the number of pupils in each Form, the division of subjects among his assistants, and the order in which each subject shall be taken up by the pupils, and to make such promotions from one Form to another as he may deem expedient.

3. The regulations respecting the duties of teachers and pupils, and the hours for study in High Schools shall be the same as those prescribed for Public Schools, except as herein otherwise provided.

4. Except where the Public and the High School occupy the same building, the Principal of the High School shall not be Principal of the Public School.

Courses of Study.

1. The High School subjects of study shall be taken up in four Forms. The Principal is not restricted in the sub division of Forms, and he shall arrange the upper limit of Form I. to suit the requirements of his school ; but it is recommended that the Commercial Course shall be completed in Form I.

2. The regular subjects of study in Forms I. and II. shall consist of Reading, English Grammar, English Composition, Rhetoric, English Poetical Literature, History and Geography, Arithmetic and Mensuration, Algebra, Euclid, the Commercial Course, and Drawing with Latin, or French, or German, or Physics and Botany ; in Form III. of English Grammar, English Composition, Rhetoric, English Poetical Literature, History and Geography, Arithmetic and Mensuration, Algebra, Euclid, and Chemistry, with Latin, or Greek, or French, or German, or Physics ; and in Form IV., of English Grammar, Philology, Rhetoric, and Prosody ; English Composition, English Poetical Literature, History and Geography, Algebra, Euclid, and Trigonometry, with Greek and Latin, or French and German, or Chemistry, Physics, Botany, and Zoology. The special subjects required for pass Senior Matriculation into any of the Universities of Ontario may be taken up in Form IV. in addition to the regular subjects prescribed.

1. Every High School pupil shall pursue the course prescribed in the Form to which he is assigned.

2. Candidates for the Primary Examination shall take the full Commercial Course and any two of the books prescribed in the course in Drawing in Forms I. and II ; and the minimum for all other pupils shall be, in Book-keeping, the single entry set, and any one of the double entry sets, with the commercial forms ; and, in Drawing, any one of the prescribed books.

3. Pupils in Forms III. and IV. preparing for the Matriculation Examination into any of the Universities or the Learned Societies of Ontario, may take those subjects only that are required for their examinations.

4. The Commercial Course, Reading, and Drawing may be continued in the higher Forms, and Agricultural Chemistry, Physiology and Temperance, Vocal Music, and Stenography may be taught in any Form, at the option of the Board of Trustees and the Principal.

5. Any pupil may take, in addition to the subjects in the course selected, such other subjects as may be agreed upon by his parent or guardian and the Principal of the High School ; but no subject not prescribed in the regular High School courses of study shall be taught in any High School or Collegiate Institute without the consent of the Minister of Education.

1. Throughout all the School terms—Writing shall be taught at least twice a week in the lowest division of Form I., each lesson not being less than half an hour in length ; and the subject shall also be taken up in connection with Book-keeping in the other divisions ; Reading shall be taught at least twice a week in each of the divisions of Forms I. and II., each lesson not being less than half an hour in length ; and the subject shall also be taken up in connection with English Literature in all the forms ; Drill Gymnastics, and Calisthenics shall be taught, during the regular school hours and in well organized classes, not less than half an hour a week in each division of Forms I. and II. ; and not less than an hour a week in the other forms ; and additional provision shall be made for practice by the pupils under efficient supervision. In High Schools which have no gymnasium, Gymnastics is not obligatory, and Drill and Calisthenics shall be taken up only in suitable weather and in accordance with the circumstances of each school. The time required for Reading and Writing shall be separately apportioned on the time-table of the school and devoted to the teaching of them alone ; and when the average number in a class exceeds twenty-five, more time than the minimum prescribed shall be given.

2. No pupil shall be exempted from the prescribed course in Drill, Gymnastics and Calisthenics, except upon a medical doctor's certificate, or on account of evident physical defects; and every pupil in the forms concerned shall be required to take the course prescribed in Reading and Writing.

3. In the case of a High School with a Gymnasium, no grant will be made on this part of the equipment unless the full time is allowed for Drill, Gymnastics, and Calisthenics, and the work done is of a satisfactory character, as certified by the visiting High School Inspector.

The following are the details of the regular High School Courses of Study.

Forms I. and II.

Reading.—The principles of Orthöepy and Elocution; Reading; Spelling and Syllabication.

English Grammar.—Etymology and Syntax; exercises, chiefly on passages from authors not prescribed.

English Composition and Rhetoric.—Rhetorical analysis of passages from prose authors not prescribed; themes on familiar subjects and the prescribed texts; familiar and business letters.

English Poetical Literature.—Intelligent comprehension of and familiarity with the prescribed texts; memorization of the finest passages; oral reading of the texts; supplementary reading from authors provided in the High School Library or supplied by the pupils under the authority of the High School Board.

History and Geography.—The leading events of Canadian and British History—the nineteenth century more particularly. Commercial, Physical, and Mathematical Geography. Geography of Canada and the British Empire more particularly.

Arithmetic and Elementary Mensuration.—Arithmetic in theory and practice; special attention to commercial problems; areas of rectilinear figures, and volumes of right parallelopipeds and prisms; the circle, sphere, cylinder, and cone.

Algebra.—Elementary rules; factoring; greatest common measure; least common multiple; fractions; simple equations of one unknown quantity; simple problems.

Euclid.—Book I.; easy deductions.

Commercial Course.—Writing: précis writing and indexing; book-keeping, single and double entry; commercial forms, general business transactions.

Drawing.—Bk. 1, Architecture; Bk. 2, Constructive Drawing; Bk. 3, Industrial Design; Bk. 4, Landscape Drawing, Historical Ornament, etc.

Physics.—An experimental course defined as follows:—(*a*) Properties of matter:—Sensations and things; causes and effects; absence of chance in the order of nature; matter; the molecule; constitution of matter; physical and chemical changes; inertia; force; energy (as defined in sections 88-92 inclusive of the *High School Physics*); three states of matter; phenomena of attraction; cohesion; compressibility; elasticity, etc. (*b*) Sound:—Vibrations and waves; production and propagation of sound-waves; velocity; reflection; echoes; refraction; intensity; pitch; difference between noise and music; (*c*) Light:—Propagation; reflection; images formed by plain and spherical mirrors; refraction; lenses; dispersion; selective absorption: color. (*d*) Electricity:—Voltaic cells; polarization; heating, luminous, chemical, and magnetic effects produced by the electric current; the electric bell, the telegraph, the telephone, the electric light magnetism.

Botany.—The practical study of representatives of the following natural orders of flowering plants; Ranunculaceæ, Cruciferæ, Malvaceæ Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferæ, Compositæ, Labiatæ, Cupuliferæ, Araceæ, Liliceæ, Iridaceæ, Coniferæ, and Gramineæ (types contained in text-book). A knowledge of structure obtained with the

use of the compound microscope. Drawing and description of plants supplied, and their classification. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, reproduction of flowering plants, pollination, fertilization, and the nature of fruits and seeds.

Greek.—The Elementary Greek Book, and sight-reading.

Latin.—The Elementary Latin Book, grammar, composition, the prescribed texts, and sight-reading.

French.—The Elementary French Book, grammar, composition, conversation, dictation and the prescribed texts, and sight-reading.

German.—The Elementary German Book, grammar, composition, conversation, dictation, the prescribed texts, and sight-reading.

Form III.

English Grammar.—A course consisting chiefly of exercises on passages from authors not prescribed.

English Composition and Rhetoric.—Course in Form II. continued, and including themes based upon the prescribed texts.

English Poetical Literature.—The course in Form II. continued, and including intelligent comprehension of and familiarity with the prescribed texts.

History and Geography.—Great Britain and her colonies from the revolution of 1688 to the peace of 1815, and the Geography relating thereto. Outlines of Roman history to the death of Augustus, and the Geography relating thereto. Outlines of Greek history to the battle of Chæronea, and the Geography relating thereto.

Arithmetic and Mensuration.—Course in Form II. completed.

Algebra.—Elementary rules; easy factoring; highest common measure; lowest common multiple; square root; fractions; ratio; simple equations of one, two and three unknown quantities; indices; surds; easy quadratic equations of one two and three unknown quantities.

Euclid.—Books I., II., and III.; deductions.

Physics.—An Experimental course defined as follows, and including an acquaintance with the Metric System of Units:—(*a*) Dynamics: Definitions of velocity, acceleration, mass, momentum, force, moment, couple, energy, work, centre of inertia; statement of Newton's laws of motion; composition and resolution of forces; conditions for equilibrium of forces in one plane. Definitions of a fluid, fluid pressure at a point, transmission of fluid pressure, resultant fluid pressure, specific gravity, Boyle's law, the barometer, air pump, water pump, water pump, siphon. (*b*) Heat: Effects of heat; temperature; diffusion of heat; specific heat; latent heat; law of Charles. (*c*) Electricity: Voltaic cells; chemical action in the cell; magnetic effect of the current; chemical effect of the current; galvanometer; voltameter; Ohm's law; heating effect of the current; electric light; current induction; dynamo and motor; electric bell; telegraph; telephone.

Chemistry.—Definition of the object of science. Relations of the physical sciences to Biology, and of Chemistry to Physics. Chemical change, elementary composition of matter. Laws of combination of the elements, atomic theory, molecules, Avogadro's Law. The determination of atomic weight, specific heat, atomic heat, nomenclature, classification. The preparation, characteristic properties, and principal compounds of the following elements: Hydrogen, Chlorine, Bromine, Iodine, Oxygen, Sulphur, Nitrogen, Phosphorus, Carbon, Silicon.

Greek.—Grammar, Composition, prescribed texts, and sight-reading.

Latin.—Grammar, Composition, prescribed texts, and sight-reading.

French—Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight reading.

German.—Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading

Form IV.

Grammar and Philology.—A course consisting chiefly of exercises on passages from authors not prescribed.

English Composition, Rhetoric, and Prosody.—Essay-writing ; a course in Rhetoric and Prosody, consisting chiefly of exercises on passages from authors not prescribed.

English Poetical Literature.—Course in Form III. continued, and including intelligent comprehension of and familiarity with the prescribed texts.

History and Geography.—British History from the discovery of America to the Revolution of 1688. Geography to illustrate the history read.

Algebra.—More thorough knowledge of the subjects of Form III. together with variation, progressions, permutations, and combinations, binomial theorem, interest forms with annuities.

Euclid.—More thorough knowledge of the subjects of Form III. together with Euclid Bks. IV., VI., and definitions of Bk. V. ; deductions.

Plane Trigonometry.—Trigonometical ratios with their relations to each other ; sines, etc., of the sum and difference of angles with deduced formulas ; solution of triangles ; radii of circumscribed, inscribed, and escribed circles.

Physics.—Course in Form III. continued.

Chemistry.—The practical study of the following elements with their most characteristic compounds, in illustration of the outlines of Mendelejeff's classification of the elements ; Hydrogen ; Sodium ; Potassium ; Magnesium ; Zinc ; Calcium ; Strontium ; Barium ; Borax ; Aluminium ; Carbon, Silicon, Tin, Lead ; Nitrogen, Phosphorous, Arsenic, Antimony, Bismuth ; Oxygen, Sulphur , Fluorine, Chlorine, Bromine, Iodine ; Manganese, Iron, Gold, Platinum.

Botany.—The practical study of representatives of the flowering plants of the locality in which the High School is situated, and of representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopoe, a horse-tail, a liver-wort, a moss, a lichen, a mushroom, and a chara. A knowledge of structure, such as can be obtained with the use of a common misroscope. Drawing and description of parts of plants supplied, and their classification. Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization and the nature of fruit and seeds.

Zoology.—The practical study of the subject as defined in *The High School Zoology*, but limited by the author's syllabus of work.

Greek.—Grammar, Composition, the prescribed texts, and sight-reading.

Latin.—Grammar, Composition, the prescribed texts, and sight-reading.

French.—Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading.

German.—Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading.

Primary Examination in Oral Reading, Drawing, and the Commercial Course.

1. (*a*) This examination will be held each year on the day preceding the High School Entrance Examination.

(*b*) The examination of the Drawing Books and Book-keeping sets of all candidates for the Primary shall be conducted in each High School, by the Principal of the High School and the High School teachers of Drawing and the Commercial Course. For the

purposes of this examination, the Drawing books and Book-keeping sets of candidates who have not been in attendance at a High School shall, in each case, be forwarded to the Principal of the High School nearest the School in which the candidate has been prepared.

(*c*) The examination in Reading and on the papers set by the Department in Drawand the Commercial Course, will be held at the centres for the High School Entrance Examinations. When the examination is held at a High School, the examiners in Reading shall be the High School Principal and the High School teacher or teachers of the subject. The Presiding Examiner or Examiners shall examine at the other centres, and shall, immediately after the examination, forward the grading assigned each candidate in Reading, to the Principal of the High School at which the candidate's Drawing books and Book-keeping sets are being examined.

2. The Examiners shall be guided by the following instructions :

(*a*) Each candidate shall read from the High School Reader one passage of not less than thirty lines, selected by the examiners, and another from any book chosen by himself.

(*b*) Each candidate shall submit for examination his school work in drawing in the books prescribed for this examination in Reg. 18 (2) or the equivalent thereof in character and amount.

(*c*) Each candidate shall submit for examination his school work in Book-keeping and Commercial Transactions, which shall consist of the following as a minimum :—Four sets, each of at least ten foolscap pages or the equivalent thereof, and each comprising the necessary books of original entry with ledger and bill-book. The sets shall consist of one in single and three in double entry, and the books of each set, if written in a blank book, shall be entered together and shall be wholly separate from the others. The single entry set shall be especially suitable for farmers and artizans or for retail merchants and general traders, and shall employ the cash book, journal, ledger, and bill book, in addition to the necessary books of original entry. One of the double entry sets shall be suitable for retail merchants, and shall show transactions covering a period of two months of actual business, the ledger being closed at the end of each month and a statement of resources and liabilities shown. The second double entry set shall be a set in Partnership, embracing transactions in Commission and Brokerage and the third shall be a continuation of the single entry set, showing clearly the transfer from single to double entry. Any three accounts in the single entry set shall be made in proper form and submitted to the examiners. The candidates shall also submit at least two samples of each kind of commercial forms and correspondence pertaining to the sets. A descriptive index shall accompany each of the four sets, and the transactions in each set shall be different from year to year.

(*d*) The Drawing-books and Book-keeping sets shall, in each case, be certified by the candidate's teacher or teachers as being the candidate's work ; and not less than the minimum shall, in any case, be accepted, the examination being on the quality of the work submitted.

3. Each candidate shall pass, in addition, an examination in the subjects prescribed in Drawing and the Commercial Course, the papers being prepared and the answers read and valued by the Departmental examiners. The maximum for each paper shall be 50 marks, and the pass standard one-third on each paper and one-half of the total of both. The Presiding examiners at this examination shall be those appointed for the High School Entrance examination ; the rate of remuneration shall be the same ; and the cost shall be borne by the same corporations.

4. The standing of the candidates, which shall range from I. to IV., those graded IV. being rejected, shall be entered in a form provided by the Education Department. The Principal of the High School shall retain for the use of the next visiting High School Inspector, a copy of the form, and the certificates required from the Principal of the Public or Separate School in paragraph (6) below.

5. The Drawing books and the Book-keeping sets of High School and other pupils who have passed this examination shall be retained in safe keeping by the Principal of the High School, until the next ensuing visit of the High School Inspector, who shall report specially to the Minister of Education on the character of this examination, and on whose report the Minister may cancel this examination wholly or in part. The answer papers in Drawing and the Commercial Course shall be transmitted (prepaid) to the Education Department immediately after the close of the examination.

6. The examination in Reading and the Commercial Course will not be accepted by the Minister unless at least the time prescribed in regulation 19 (1) for Reading and Writing has been allowed in the time-table during the preceeding year, as certified by the Inspector and the Principal of the High, Public, or Separate School, as the case may be. The required certificate shall be forwarded to the Principal of the High School, by the Principal of the Public or Separate School with the Drawing Books and Book-keeping sets of his pupils.

7. Any candidate who passes the Primary Examination in Reading, Drawing, and the Commercial Course, and who, in the opinion of his teachers, possesses a good business education, shall be entitled to a Commercial certificate signed by the Principal of the High, Public or Separate School, as the case may be.

8. Candidates who have been awarded Commercial certificates shall not be required to pass the Examination in Drawing and the Commercial Course more than once. All candidates shall pass the examination in Oral Reading as often as they may present themselves for examination in the other subjects of the Primary examination, and shall take again the course in Reading prescribed for Forms I. and II. of the High Schools.

Time-Table.

Forenoon.	9.00-10.30	Paper in Drawing.
	10.40-12.10	Paper in Book-keeping and Commercial Transactions and Penmanship.

Oral Reading shall be taken on the same day at such hours as may suit the convenience of the examiners, and shall continue until completed, if necessary on the following day.

Toronto, August 1893.

Departmental Regulations; Public Schools.

Course of Studies; Public School Leaving Examination.

Course of Study.

1. The Course of Study for Public Schools shall be taken up in five forms, as set forth below, and shall be followed by the teacher as far as the circumstances of his school shall admit. Any modifications deemed necessary shall be made only with the concurrence of the Inspector and the Board of Trustees.

2. In school sections where the French or the German language prevails, the Trustees, with the approval of the Inspector, may, in addition to the course of study prescribed for Public Schools, require instruction to be given in Reading, Grammar and Composition, to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French or German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for public schools shall be set aside because of the use of the authorized text-books in French and German.

3. The trustees of any rural school may, by resolution, passed at a regular meeting of the Board, require the authorized text-book in Agriculture to be used in the Fourth and Fifth Forms of the school, and in such cases the Inspector shall report to the trustees at least annually, the standing of the pupils in this subject. The extent of the course in each form shall be determined by the teacher subject to the approval of the Inspector.

4. The course for the High School Primary Examination with the Science option may be taken up in any Public School, with the consent of the Board of Trustees and the Public School Inspector.

Form I.

Reading.—The use of the Tablets and Parts I. and II. of the First Reader.

Spelling and Writing.—From reading lessons on slates and orally, writing from blackboard copies—simple letters and words.

Geography.—Conversations respecting the earth; explanation of any reference to places that occur in the reading lessons.

Grammar and Composition.—Oral exercises in language, correction of common mistakes in conversation.

Arithmetic.—Notations and numerations to 1,000; addition and subtraction; mental arithmetic.

Drawing.—The exercise in First Reader and blackboard exercises.

Form II.

Reading.—The Second Reader: easy questions in the literature of every lesson.

Spelling and Writing.—Oral spelling, and dictation on slates and paper; writing on slates; blackboard exercises; copy-books in the senior divisions.

Geography.—Local geography and elementary definitions; map of the world.

Grammar and Composition.—Oral and written exercises in language: correction of common mistakes in conversation.

Arithmetic.—Notation and numeration to 1,000,000; multiplication and division; mental arithmetic.

Physiology and Temperance.—Conversations on temperance, the use of alcholic stimulants, and the laws of health.

Drawing.—Authorized Drawing Course, Nos. 1 and 2.

Form III.

Reading.—The Third reader; literature of every lesson.

Spelling and Writing.—Course in Form II. continued; copy writing; business forms.

Geography.—Definitions; simple Map geography; North America and Ontario; map drawing.

Grammar and Composition.—Classes of words and their inflections; simple descriptive writings, and letter writing.

History.—Conversations on British and Canadian History.

Arithmetic.—Bills and accounts: elementary reduction; compound rules; mental arithmetic.

Physiology and Temperance.—Conversations on temperance; the physical effects of intoxicating liquors; importance of exercise, etc.

Drawing.—Authorized Drawing Course, Nos. 3 and 4.

Form IV.

Reading.—The Fourth Reader; the literature of every lesson.

Spelling and Writing—Systematic orthography and orthoepy; business forms and single entry, without a text-book.

Geography.—Geography of the continents, Canada and Ontario; map drawing.

Grammar and Composition.—Elements of formal grammar and composition. Descriptive, narrative and letter writing.

History.—Leading events in Canadian history. Oral teaching of British History.

Arithmetic.—Review of elementary work, multiples, fractions, per centage, interest, mental arithmetic.

Physiology and Temperance.—Digestion, respiration, the circulation of the blood, and the nervous system. The effects of alcohol and narcotics. Exercise, cleanliness.

Drawing.—Authorized Drawing Book No. 5.

Writing.—Authorized Copy Book No. 6.

Form V.

Reading.—A general knowledge of the principles of orthoëpy and of elocution; reading, spelling and syllabication.

Grammar and Composition.—Etymology and syntax; exercises chiefly on passages from prose authors not prescribed; themes on familiar subjects; familiar and business letters.

English Poetical Literature.—Intelligent comprehension of and familiarity with the prescribed selections; memorization of the finest passages; oral reading of the selections.

History and Geography.—The leading events of British History—the nineteenth century more particularly. Commercial and physical geography. Geography of Canada and the British Empire more particularly.

Arithmetic and Elementary Measuration.—Arithmetic in theory and practice; special attention to commercial problems; insurance, simple and compound interest; averaging accounts; discount, stock, bonds and partnership; area of rectilinear figures.

Algebra.—Elementary rules; fractions; simple equations of one unknown quantity; simple problems.

Euclid.—Book I, propositions 1-26; easy deductions.

Commercial Course.—Writing; book keeping, single entry; commercial forms; general business transactions.

Drawing.—Drawing Book No. 6.

Physiology and Temperance.—The course in the Fourth Form continued and including also the other subjects in the text-book.

OPTIONAL SUBJECTS.

Agriculture.—The course to be determined by the teacher, subject to the approval of the Inspector.

Physics and Botany.—The courses in these subjects may be determined by the teacher, subject to the approval of the Inspector. They should be mainly experimental and practical, and without the use of a text-book.

SPECIAL DIRECTIONS.

First Three Forms.

Reading and Literature.—The First Part of the First Reader should be taught from the blackboard and the Tablet Lessons. The pupil should practise reading by phrases with the first lessons, and such explanations should be given as would enable him to read intelligently, and in the easy, natural manner which characterizes good conversation. Clearness, fluency, force and naturalness are essential to good reading. Pupils in every form should be required regularly to commit to memory selected passages in prose and verse, to give the meaning of what they read, and to make, from time to time, a summary of the reading lessons in their own language.

Geography.—The School House and its surroundings, with which the pupils are familiar, should be taken as the first subject of lessons to give correct ideas of boundary and direction. Map drawing should be practised from the beginning. Definitions in Physical Geography should be fully illustrated in all cases by blackboard drawings or otherwise. The teacher should teach this subject in the first and second forms by means of familiar talk about the natural phenomena of different countries, the peculiarities of different races, the birds and animals of different zones, etc.

Grammar and Composition.—Grammar should be taught at first mainly as the basis of composition. The essential parts of the simple sentence, the functions and definitions of the parts of speech, and the rules for inflection should be arrived at by induction. Pupils should be practised in sentence-building and the correction of common mistakes in English. Every school exercise, whether oral or writen, should, as far as possible, be made an exercise in composition. The teacher should use special care in requiring good English from his pupils in all their answers in class or conversation.

History.—The principal events in Canadian history, with their bearing upon the progress of Canada, should be discussed. Care should be taken to explain thoroughly our Municipal and Federal forms of Government, and the principal events of British History, without unnecessary details or unimportant dates. A comprehension of leading facts and general principles is more valuable than the most accurate knowledge of details, if unaccompanied by ability to distinguish what is important from what is not. Throughout the course the teacher should bear in mind the interesting and valuable lessons that may be deducted from the lives of the men and women who have played a prominent part in history.

Arithmetic.—Systematic training in Mental Arithmetic should prevail in all the classes. Accuracy and expertness in performing elementary operations are of the first importance. Problems based on the elementary rules should be given from the commencement. Great stress should be laid on the solution of questions by the Analytic Method.

Writing.—Neat and legible writing, and the proper formation of the small and capital letters, should be aimed at.

Drawing.—The drawing exercises in Parts I. and II. of the First Reader, and the authorized Drawing Book should be used. Pupils should be encouraged to expand these exercises into original designs.

Fourth Form.

Reading.—A general acknowledgment of the elements of vocal expression, with special reference to emphasis, inflection and pause. The reading, with proper expression, of any selection in the Fourth Reader. The pupil should be taught to read intelligently as well as intelligibly.

Literature.—The object of the study is to secure the pupil's intelligent comprehension of and familiarity with the lessons in the Reader. To this end he should be taught to give for words or phrases, meanings which may be substituted therefor, without imparing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connections of the thoughts in any selected passage; to explain illusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage, by being able to read it with proper expression. He should be required to memorize passages of special beauty from the selections prescribed, and to reproduce in his own words, the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose work these selections have been made.

Orthography and Orthoëpy.—The pronunciation, the syllabication and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced The distinction between words in common use in regard to spelling, pronunciation and meaning.

Writing.—Besides writing the regular copy-book exercises, the pupil should be taught letter-writing, simple business forms, and how to keep simple accounts by single entry.

Geography.—The forms and the motions of the earth. The definitions as contained in the authorized text-book; divisions of land and water; circles of the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

Grammar.—The sentence; its different forms. Words; their chief classes and inflections. Different grammatical values of the some word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The government, the agreement and arrangement of words. The correction, with reason therefor, of wrong forms of words and of false syntax. The parsing and analysis of simple sentences.

Composition.—The nature and construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises: Changing the voice of the verb; expanding a word or a phrase into a clause; contracting a clause into a word or a phrase; changing from direct to indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose; the elements of punctuation. Short narratives or descriptions, and familiar letters, to which most attention should be given.

History.—The outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion Government. The outlines of British history shall also be taught without the text-book; but there will be no question in British history at the High School Entrance examination.

Every Form.

Physiology and Temperance.—In addition to the study of this subject as prescribed for the Fourth and Fifth Forms, at least one hour per week shall be devoted to familiar conversations with the whole school on the effect of alcoholic stimulants and of narcotics upon the human system. Attention should also be called to the degrading tendencies of their habitual use, and their injury to the individual and to society generally.

Music.—The Kindergarten songs should be taught in the First Form. Rote singing; musical notation in the other Forms. The study of music should be treated as a matter of primary importance.

Drill and Calisthenics.—The different extension movements prescribed in the authorized text-book on the subject should be frequently practised, not only during recess, but during school hours. In addition, the boys should be formed into companies and taught the usual squad and company drill, and the girls should be exercised in calisthenics. Accuracy and promptness should characterize every movement.

Moral and Religious Instruction.—No course of moral instruction is prescribed. The teacher shall, however, by his personal example and by instruction as well as by the exercise of his authority, imbue every pupil with respect for those moral obligations which underlie a well-formed character. Respect for those in authority and for the aged, courtesy, manliness, reverence, temperance, truthfulness, honesty, etc., can best be inculcated, as the occasion arises, for referring to them. The religious exercises of the school should be conducted without haste and with the utmost reverence and decorum. Trustees and teachers will be guided as to the nature and extent of religious instruction by the regulations on this subject.

Reviews and Recitations.—Every Friday forenoon should be devoted to a review of the week's work, and the afternoon to exercises tending to relieve the usual routine of the school-room, while promoting the mental and moral culture of the pupils. The teacher should encourage the pupils to prepare dialogues, readings, recitations and songs for the Friday afternoon school-sessions. He should also choose some topic for a familiar lecture or for discussion, or read some literary selections, making such comments as are likely to promote a love of reading, and quicken the interest of the scholars in the work of the school. Familiar illustrations in Elementary Science should be given. The girls should receive suitable instruction in plain sewing.

Public School Leaving Examination.

General.

(1) There shall be a uniform Public School Leaving Examination to be held at the same time and places and by the same Board of Examiners as the High School Entrance Examination.

(2) Candidates who propose writing at the Leaving Examination shall notify the Inspector, at the same time as when notices are sent with respect to the Entrance Examination.

(3) The provisions of the Regulations and the High Schools Act, 1891, respecting the High School Entrance Examinations shall apply to the Public School Leaving Examinations *mutatis mutandis*.

(4) The Public School Leaving Examination shall be based on the subjects prescribed for the Fifth Form of the Public Schools.

(5) Each candidate shall submit for examination his school work in book keeping and commercial transactions, to the extent of one set at least of ten foolscap pages or the equivalent thereof, comprising the necessary books of original entry with cash book, journal, ledger and bill-book. The set shall be specially suitable for farmers and artizans, or for retail merchants and general traders. Three accounts shall be made from the set in proper form and submitted to the examiners. The candidates shall also submit at least two examples of each kind of commercial forms and correspondence pertaining to the set. A descriptive index shall accompany the set, and the transactions in the set worked out in a school shall be different from year to year.

(6) It is recommended that candidates for the Public School Leaving Examination, who intend to enter a High School shall, before doing so, pass also the High School Primary Examination in Reading Drawing, and the Commercial Course.

(7) In drawing, candidates will submit Book No. 6 of the Drawing course prescribed for Form V., which book may be substituted for one of the Drawing books, prescribed for the High School Primary Examination in Drawing, Reading, etc., in the case of candidates prepared at Public Schools for both this examination and the Public School Leaving Examination. Such book and the work submitted in Book-keeping shall be certified by the candidate's teacher or teachers as being the work of the candidate.

(8) At the examination in Composition candidates will be required to write an essay or a letter about sixty lines in length.

(9) The paper on Literature will be based partly on "Sight work," and partly on one or more passages from prescribed selections.

Value of Subjects.

(10) In reading the papers the Examiners shall be guided by the following schedule of marks and instructions:—

Arithmetic and Mensuration	200
Euclid and Algebra	150
English Grammar	150
English Poetical Literature	150

English Composition (Essay or Letter)	100
History	100
Geography	100
Book-keeping and Penmanship	100
Physiology and Temperance	75
Drawing	50
Reading	50

(11) Of the marks for Book-keeping and Drawing, one-half will be assigned to the paper on the subject and the other half may be awarded by the examiners as the result of the inspection of the candidate's work submitted in Book-keeping and Drawing.

Reports, Certificates and Appeals.

10.—(1) Any candidate who obtains one-third of the marks in each subject, and one-half of the aggregate shall be reported by the Board of Examiners as having passed the Examination for a Public School Leaving Certificate. Only those who fail to reach the standard prescribed in some subject, but who have made considerable more than the aggregate marks required should be recommended to the favorable consideration of the Minister of Education.

(2) Candidates who pass the Public School Leaving Examination shall be entitled to admission in the classes in Form II. of a High School, in the subjects of the Public School Leaving Examination.

(3) Candidates who fail at the Public School Leaving Examination but who obtain 25 per cent. of the maximum of marks for each subject thereat, may, on the recommendation of the Board of Examiners, be awarded a High School Entrance certificate.

(4) The names of candidates passed or recommended shall not be published until after the decision of the Minister has been received.

(5) The report of the Examiners, together with the answer papers of the candidates, shall be transmitted by the Inspector to the Education Department (charges prepaid), on or before the 20th of July in each year. The Drawing book and Book-keeping sets shall be returned to the candidates at the close of examination.

(6) Candidates may claim to have their papers re-read and their Drawing books and Book-keeping sets re-examined upon the following conditions :—

(*a*) The appeal or claim must be in the hands of the Minister of Education on or before the 15th of August, and the ground of the appeal must be specifically stated. The examiners shall dispose of all appeals without delay, and no appeal shall subsequently be entertained on any ground whatever.

(*b*) A deposit of $2 must be made with the Department, which deposit will be returned to the candidate if his appeal or claim is sustained.

(6) Commencement exercises shall be held in each Public School at a suitable time during the autumn of the year, at which diplomas, medals, or certificates may be presented to the successful candidates.

TIME-TABLE.

First Day.

A.M.	8.45	Reading Regulations.
	9.00-11.00	English Grammar.
	11.10-12.40	Geography.
P.M.	2.00- 4.00	English Composition.

Second Day.

A.M.	9.00-11.00	Arithmetic and Mensuration.
	11.10-12.20	Drawing.
P.M.	1.30- 3.00	History.
	3.10- 5.10	Book-keeping and Penmanship

Third Day.

A.M.	9 00-11.00	Algebra and Euclid.
	11.10-12.30	Physiology and Temperance.
P.M.	2 10- 4.00	English Poetical Literature.

Reading may be taken on the above days at such hours as may suit the convenience of the Examiners.

LITERATURE SELECTIONS FOR 1894, FROM THE HIGH SCHOOL READER.

XXXI, To a Highland Girl; XXXV, The Isles of Greece; LI, Horatius; LII, The Raven; LVI, To the Evening Wind; LXVII, The Hanging of the Crane; LXXIX, The Lord of Burleigh; LXXXI, The "Revenge;" LXXXII, Hervé Riel; CII, A Ballad to Queen Elizabeth; CV, The Return of the Swallows; CVIII, To Winter.

Toronto, August 3rd, 1893.

MEMORANDUM RE COMMERCIAL COURSE AT THE PRIMARY EXAMINATION.

Reg. 18 (2,) (Circular 4, 1893), reads as follows:—

Candidates for the Primary Examination shall take the full Commercial Course and any two of the books prescribed in the course in Drawing in Forms I and II; and the minimum for all other pupils shall be, in Book-keeping, the single entry set and any one of the double entry sets, with the commercial forms; and, in Drawing, any one of the prescribed books.

The Drawing Course referred to above will be ready, it is expected, some time in October. As already announced, however, for 1894 any four of the books of the High School Drawing Course will be accepted in the case of candidates for the Primary, in lieu of the prescribed two books of the new course, and any two books of the High School Drawing Course in the case of other pupils. For 1894 also, as heretofore (but not for subsequent years) equivalent art school certificates may be substituted for all or any of the Drawing books.

The subjects of the examination paper in Drawing for the High School Primary (see Reg. 28 (3), Circular 4, 1893), will be as follows:—

The elements of Model and object Drawing and of Parallel and Angular Perspective. The examination will be both practical and theoretical, and for 1894 will be adapted to the requirements of students using either series of drawing books.

A misprint occurs in Regulations 9 (5) and 28 (2) (6) of circulars 3 and 4, 1893. The word "journal" should be omitted in the definition of the single entry set required in the case of both the Primary and the Public School Leaving Examinations.

In order that full time may be allowed candidates at the Primary Examintions in Drawing and the Commercial Course, the time-table will be as follows:—

TIME-TABLE.

Forenoon.	9.00-11.30	Paper in Drawing.
Afternoon.	1.30-3.30	Paper in Book-keeping and Commercial Transactions and Penmanship.

Oral Reading shall be taken on the same day at such hours as may suit the convenience of the examiners, and shall continue until completed, if necessary, on the following day.

Toronto, September, 1893.

DEPARTMENTAL REGULATIONS—HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

HIGH SCHOOL ENTRANCE AND PUBLIC SCHOOL LEAVING EXAMINATIONS.

I. Entrance Examination.

The Entrance Examinations to High Schools and Collegiate Institutes will be held on dates to be fixed by the Minister of Education. The following is the limit of studies in the various subjects :—

Reading.—A general knowledge of the elements of vocal expression, with special reference to emphasis, inflection and pause. The reading, with proper expression, of any selection in the Fourth Reader. The pupil should be taught to read intelligently as well as intelligibly.

Literature.—The object of the study is to secure the pupil's intelligent comprehension of and familiarity with the lessons in the Reader. To this end, he should be taught to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage ; to illustrate and show the appropriateness of important words or phrases ; to distinguish between synonyms in common use ; to paraphrase difficult passages so as to show the meaning clearly ; to show the connections of the thoughts in any selected passage ; to explain allusions ; to write explanatory or descriptive notes on proper or other names ; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension ; and especially to show that he has entered into the spirit of the passage, by being able to read it with proper expression He should be required to memorize passages of special beauty from the selections prescribed, and to reproduce in his own words, the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

Orthography and Orthoepy —The pronunciation, syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinction between words in common use in regard to spelling, pronunciation and meaning.

Geography.—The form and motions of the earth. The definitions as contained in the authorized text-book ; divisions of land and water ; circles of the globe ; political divisions ; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

Grammar.—The sentence ; its different forms. Words ; their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The government, the agreement and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing and analysis of simple sentences.

Composition.—The nature and construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises : changing the voice of the verb ; expanding a word or phrase into a clause ; contracting a clause into a word or a phrase ; changing from direct to indirect narration, or the converse ; transposition ; changing the form of a sentence ; expansion of given heads or hints into a composition ; the contraction of passages ; paraphrasing prose ; the elements of punctuation. Short narratives or descriptions, and familiar letters, to which most attention should be given.

At the examination in Composition the candidate will be expected simply to write a letter and a narrative or description, each being of about thirty lines in length.

History.—The outlines of Canadian history generally, with a particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion Government. The outlines of British history shall also be taught without a text-book; but there will be no questions in British history at the High School Entrance examination.

Arithmetic.—Numeration and notation; the elementary rules; greatest common measure and least common multiple; reduction; the compound rules; vulgar and decimal fractions; elementary percentage and interest.

Writing and Drawing.—Candidates will submit their copy-books, authorized copy-book No. 6, shewing their work in writing for at least three months, and their Drawing book No. 5. Drawing and Writing in any blank exercise book will be accepted, so long as the work covers the prescribed course, and no discrimination will be made in favor of the work contained in the authorized drawing books or copy-books.

Physiology and Temperance.—Digestion, respiration, the circulation of the blood, and the nervous system. The effects of alcohol and narcotics. Exercise; cleanliness.

Values of Subjects.

Reading, 50 marks; Drawing, 50; Physiology and Temperance, 75; Writing and Neatness, 35; Writing, 50; Orthography, 30; Literature, 100; Arithmetic, 100; Grammar, 100; Geography, 75; Composition, 100; History, 75. The marks for neatness shall be divided equally among the last seven subjects, and shall be added to the value herein assigned to those subjects. Of the marks for Drawing and Writing, 25 will be assigned to the paper on these subjects, and a maximum of 25 may be awarded as the result of the inspection of the candidate's drawing and copy-books. Two marks shall be deducted for each mis-spelt word on the Dictation paper, and one mark shall be deducted for each mis-spelt word on the other papers.

II. Public School Leaving Examination.

The Public School Leaving Examination will be held on the same dates as the High School Entrance Examination and at the same places. The following is the limit of the studies in the various subjects:—

Reading.—A general knowledge of the principles of orthoepy and of elocution; reading, spelling, and syllabication.

Grammar and Composition.—Etymology and syntax; exercises chiefly on passages from prose authors not prescribed; themes on familiar subjects; familiar and business letters.

English Poetical Literature.—Intelligent comprehension of and familiarity with the prescribed selections; memorization of the finest passages; oral reading of the selections.

History and Geography.—The leading events of British History—the nineteenth century more particularly. Commercial and physical geography. Geography of Canada and the British Empire more particularly.

Arithmetic and Elementary Mensuration.—Arithmetic in theory and practice; special attention to commercial problems; insurance, simple and compound interest; averaging accounts; discount, stock, bonds and partnership; area of rectilinear figures.

Algebra.—Elementary rules; fractions; simple equations of one unknown quantity; simple problems.

Euclid.—Book I, propositions 1-26; easy deductions.

Commercial Course.—Writing; book-keeping, single entry; commercial forms; general business transactions.

Drawing.—Drawing book No. 6.

Physiology and Temperance.—The course in the Fourth Form continued and including also the other subjects in the text-book.

(1) Each candidate shall submit for examination his school work in book-keeping and commercial transactions, to the extent of one set at least of ten foolscap pages or the equivalent thereof, comprising the necessary books of original entry with cash book, journal, ledger and bill book. The set shall be specially suitable for farmers and artizans, or for retail merchants and general traders. Three accounts shall be made from the set in proper form and submitted to the examiners. The candidates shall also submit at least two examples of each kind of commercial forms and correspondence pertaining to the set. A descriptive index shall accompany the set, and the transactions in the set worked out in a school shall be different from year to year.

(2) It is recommended that the candidates for the Public School Leaving Examination, who intend to enter a High School shall, before doing so, pass also the High School Primary Examination in Reading, Drawing, and the Commercial Course.

(3) In Drawing, candidates will submit Book No. 6 of the Drawing course prescribed for Form V., which book may be substituted for one of the Drawing books, prescribed for the High School Primary Examination in Drawing, Reading, etc., in the case of candidates prepared at Public Schools for both this examination and the Public School Leaving Examination. Such book and the work submitted in Book-keeping shall be certified by the candidate's teacher or teachers as being the work of the candidate.

(4) At the examination in Composition candidates will be required to write an essay or a letter about sixty lines in length.

(5) The paper on Literature will be based partly on "Sight work," and partly on one or more passages from prescribed selections.

Values of Subjects.

(6) In reading the papers the examiners shall be guided by the following schedule of marks and instructions: Arithmetic and Mensuration, 200; Euclid and Algebra, 150; English Grammar, 150; English Poetical Literature, 150; English Composition (Essay or Letter) 100; History, 100; Geography, 100; Book-keeping and Penmanship, 100; Physiology and Temperance, 75; Drawing, 50; Reading, 50.

(7) Of the marks for Book-keeping and Drawing, one half will be assigned to the paper on the subject and the other half may be awarded by the examiners as the result of the inspection of the candidate's work submitted in Book-keeping and Drawing.

SELECTIONS FOR LITERATURE.

Entrance.

From the Fourth Book.

1894.

Lesson III. Loss of the Birkenhead.
Lesson XI. The Evening Cloud.
Lesson XII. The Truant.
Lesson XVI. The Humble Bee,
Lesson XXIV. The Face against the Pane.
Lesson XXVII. The Battle of Bannockburn.
Lesson XXXIII. The Skylark.
Lesson XXXIV. Death of Little Nell.
Lesson XXXIX. A Psalm of Life.
Lesson LI. The Heroes of the Long Sault.
Lesson LVI. The Honest Man.
Lesson LIX. Yarrow Unvisited.
Lesson LXIII. The Exile of Erin.
Lesson LXIV. The Mariners of England.
Lesson LXIX. The Changeling.
Lesson LXXIX. The Capture of Quebec.
Lesson LXXXVII. The Song of the Shirt.
Lesson XCV. A Forced Recruit at Solferino.

1895.

Lesson I. Tom Brown.
Lesson V. Pictures of Memory.
Lesson X. The Barefoot Boy.
Lesson XVIII. The Vision of Mirza—*First reading.*
Lesson XX. The Vision of Mirza—*Second reading.*
Lesson XXIII. On His Own Blindness.
Lesson XXVI. From "The Deserted Village."
Lesson XXXII. Flow Gently, Sweet Afton.
Lesson XXXVII. The Bell of Atri.
Lesson XLII. Lady Clare.
Lesson LXVIII. The Heroine of Vercheres.
Lesson LXXVI. Landing of the Pilgrims.
Lesson LXXXIX. After Death in Arabia.
Lesson XCI. Robert Burns.
Lesson XCIV. The Ride from Ghent to Aix.
Lesson XCVI. Canada and the United States.
Lesson XCVIII. National Morality.
Lesson CI. Scene from "King John."

PUBLIC SCHOOL LEAVING.

1894.

From the High School Reader.

XXXI., To a Highland Girl; XXXV., The Isles of Greece: LI., Horatius; LII., The Raven; LVI., To the Evening Wind; LXVII., The Hanging of the Crane; LXXIX., The Lord of Burleigh; LXXXI., The "Revenge"; LXXXII., Herve Riel; CII., A Ballad to Queen Elizabeth; CV., The Return of the Swallows: CVIII., To Winter.

SELECTIONS FOR MEMORIZATION.

ENTRANCE.

Fourth Reader.

1. The Bells of Shandon, pp. 51-52; 2. To Mary in Heaven, pp. 97-98; 3. Ring Out, Wild Bells, pp. 121-122; 4. Lady Clare, pp. 128-130; 5. Lead Kindly Light, p. 145; 6. Before Sedan, p. 199; 7. The Three Fishers, p. 220; 8. The Forsaken Merman, pp. 298-302; 9. To a Skylark, pp. 317-320; 10. Elegy, written in a country churchyard, pp. 331-335.

DEPARTMENTAL REGULATIONS.

PROVINCIAL SCHOOL OF PEDAGOGY.

General.

63.—(1) The session of the Provincial School of Pedagogy shall begin on the first of October and end on the thirty-first of May. Application for admission to the School shall be made to the Minister of Education on or before the first of September.

(2) Teachers-in-training, on admission to the School, and other candidates, on admission to the final written examination, shall each pay a fee of $10. The fee must in every case accompany the application.

64.—(1) A candidate for admission to the School of Pedagogy must show that he is (*a*) the holder of a Senior Leaving Certificate, or that he is an undergraduate of the standing of the fourth year, or that he is the holder of a Degree in Arts, obtained after a regular course from a University in the British Dominions; and (*b*) that he will be twenty-one years of age before the close of the session.

(2) (*a*) The following classes of persons, being twenty-one years of age, shall be eligible, without attendance at the School of Pedagogy, for admission to the final examination of the School or to a special examination for such persons in December of each year: Holders of second class certificates who hold the non-professional qualification prescribed in 64 (1) above, and who have taught successfully for two years in a Public School; and holders of first-class certificates or High School Assistants' certificates.

(*b*) A candidate at the non-professional examination for specialists in any year, who holds a High School Assistant's Certificate and has taught a department in a High School, may, on the recommendation of the High School Inspectors, write upon the professional papers in such department at the final examination of the School of Pedagogy in the same year.

(3) The following certificates for Public School purposes may be awarded to candidates who pass the prescribed examinations of the School of Pedagogy:

(*a*) Inspectors' certificates to teachers with first-class certificates, who have passed the written examination in methods prescribed for specialists, and have the non-professional qualifications required for specialists in any except the commercial department, or a degree in Arts from the University of Toronto, with first-class graduation honors in any one of the recognized departments in said University, or an equivalent standing in any other University of Ontario; and who have had at least five years' successful experience in teaching, at least three of which shall have been in a Public School.

(*b*) First-class certificates to those who have had at least two years' successful experience in a Public School, as certified by the Public School Inspector or Inspectors under whom they have taught.

(*c*) Second-class certificates to those who have not had the experience required in (*b*) above.

(4) The following certificates for High School purposes may be awarded to candidates who pass the prescribed examinations of the School of Pedagogy :

(*a*) Interim Specialists' certificates.

(*b*) Interim Assistants' certificates.

(5) (*a*) The holder of an Interim certificate may be awarded a full certificate of the same grade after at least two years' successful experience, subsequent to the date of his certificate, and as certified by the High School Inspector or Inspectors under whom they have taught.

(*b*) High School Principals' certificates may be awarded to University graduates in Arts, who have had at least three years successful experience, at least two of which shall have been in a High School, as certified by the Inspector or Inspectors under whom they have taught.

(*c*) The holders of second-class certificates obtained as in (3) (*c*) above, may be awarded first-class certificates after at least two years successful experience in a Public School, as certified by the Public School Inspector or Inspectors under whom they have taught.

(6) The holders of first class certificates or of Public School Inspectors' certificates, granted under the regulations requiring Specialists' certificates, may receive, on application to the Minister, Interim High School Assistants' or Specialists' certificates, as the case may be.

Duties of Staff.

65.—(1) The Principal shall be the chief instructor in the theoretical and critical course, and shall be responsible for the organization and management of the school. He shall have charge of the teachers-in-training and determine the hours for instruction, observation and practice-teaching He shall prescribe the duties of his staff and shall from time to time be present at their instructions and at the practice-teaching of the teachers-in-training He shall, with the assistance of his staff, furnish the Minister of Education with a statement in the prescribed form of the standing of each teacher-in-training at the close of the session and with copies of all the sessional examination papers.

(2) Each Lecturer shall develop systematically the best method of dealing with each branch of his department in the various stages of a pupil's progress, and shall, as far as possible, explain and justify his methods on scientific principles, giving model lessons for classes in different stages of advancement. He shall also criticize the practice-teaching of the teachers-in-training and shall keep a record of the standing of each teacher-in-training.

(3) No certificate or testimonial shall be given to any teacher-in-training or other candidate at the final examination by any of the examiners or the members of the staff of the School of Pedagogy.

Duties of Teachers-in-Training.

66.—(1) Teachers-in-training shall lodge and board at such houses only as are approved by the Principal. Ladies and gentlemen shall not board at the same house. Communication between the sexes is strictly prohibited, except by permission of the Principal or one of his staff.

(2) Teachers-in-training shall attend regularly and punctually throughout the session, and shall submit to such discipline and perform such duties as may be prescribed by the Principal. Each teacher-in-training shall take the lectures and practice-teaching in all the subjects required for his final examination.

(3) The teachers-in-training shall present no address or similar mark of approbation to any member of the staff of the School of Pedagogy.

Courses of Study and Text Books.

67.—(1) The course of study and training shall be as follows: Psychology, the history and criticism of Educational systems, the Science of Education, lectures, with practical illustrations of the best methods of teaching each subject on the programme of studies for High Schools, lectures on School Organization and Management, Observation and Practice-teaching; instruction in Reading, Physiology and Temperance, Writing, Drawing and Stenography; Drill, Gymnastics and Calisthenics for male teachers; and Drill and Calisthenics for female teachers, and such other subjects as may be prescribed by the Minister of Education.

(2) In addition to the text-books prescribed for Collegiate Institutes and High Schools, the following are authorized for the School of Pedagogy: Quick's Essays on Educational Reformers (International Educational Series, 1890 Edition), McLellan's Applied Psychology, Spencer's Education, Landon's School Management, Fitch's Lectures on Teaching, Manual of Hygiene; Infantry Drill, as revised by Her Majesty's command (ed. 1892)—for male teachers, Parts I and II., and for female teachers, Part I., pp. 1-31; for male and female teachers, Houghton's Physical Culture (omitting Squad Drill); and, for male teachers, MacLaren's Physical Education, Part II., Sections II. and III.

(3) The following are recommended for reference: Mahaffy's Old Greek Education, Compayre's History of Pedagogy, Gill's Systems of Education, Radestock's Habit in Education, Dewey's Psychology, Sully's Teachers' Hand-book of Psychology (Appleton), Ladd's Outlines of Physiological Psychology.

68.—(1) During the session the teachers-in-training shall be required to take at least two written examinations, one in December and the other in March, to be conducted by the staff of the school on the work of the session. They shall also take such oral examinations from time to time, as may be prescribed, for the purpose of testing their knowledge of methods and their teaching ability. The maximum of marks in each subject used by the staff for the combined results of the oral and written examinations, and the number of papers at each written examination shall be the same as those prescribed for the final written examination. No teacher shall be recommended for a certificate against whom the staff reports unfavorably on account of defective teaching ability.

(2) At the close of the session a written examination shall be conducted by Examiners appointed by the Minister of Education. At this examination all candidates shall be required to write on Psychology, Science of Education, History of Education, School Organization and Management, Methods in Mathematics, and Methods in English. Candidates who have University qualifications shall take, in addition, Methods in Latin and in Science (subjects covered by non-professional certificate) and Methods either in Greek or in French and German. Holders of Senior Leaving Certificates, obtained on Departmental examinations, shall take Methods in Science (subjects covered by non-professional certificate), or Classics, or French and German, in addition to the compulsory subjects above-mentioned. Candidates for a Commercial Specialist's certificate shall also be examined in Methods in the Commercial subjects at the time they take the non-professional examination. The report of the Special Instructors in Reading, and Drill, Gymnastics and Calisthenics, will be accepted, unless otherwise ordered by the Minister of Education.

(3) (*a*) In order to obtain a certificate, every teacher-in-training shall make at least one-third of the marks in each subject at the sessional (oral and written), and the final examinations taken together, and one-half of the aggregate of these examinations. For Specialists' certificates, the standard shall be two-thirds of the marks in the candidate's special department.

(*b*) Candidates who are exempt from attendance shall take the final written examination, and an examination in Reading, and, for male teachers, in Drill, Gymnastics and Calisthenics, and, for female teachers, in Drill and Calisthenics. In Reading, and in Drill, Gymnastics, and Calisthenics, the standard shall be 50 per cent. on each subject; and in the other subjects and in the total, the standard shall be the same as for teachers-in-training.

(*c*) Any candidate who obtains fifty per cent. in each subject and seventy per cent. of the aggregate, shall be entitled to a certificate with honors. The examiners shall have power to reject any candidate who may show himself deficient in scholarship.

(4) The schedule of marks for determining the standing of candidates at the sessional and final examination shall be as follows: Psychology, 200; Science of Education, 200; History of Education, 150; School Organization and Management, 150; Methods in English and Mathematics, 150 each; Methods in Science, Classics, and French and German, 100 each; and Reading, and Drill, Gymnastics and Calisthenics, 100 each.

69. The regulations herein contained shall apply to all candidates entering the School of Pedagogy at the next session in October, and regulations 63 to 71 and 72 (1) and (5) approved by Minute of the Education Department, 14th July, 1892, are hereby repealed on and after the 1st January, 1894.

Departmental Regulations.

Text books authorized for use in public schools, high schools, and training schools.

1. The text books named in Schedules "A," "B," and "C," shall be the authorized text-book for the Public Schools, for Forms I., II. and III. of Collegiate Institutes and and High Schools, and for the Training Schools, respectively, of the Province of Ontario.

2. The text-books in French and German mentioned in Schedule "A" are authorized only for Schools where the French or German language prevails, and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English.

3. The text-books prescribed or required for senior matriculation or for the courses in Form IV. of High Schools and Collegiate Institutes may be used in addition to those mentioned herein.

4. The text-books in Schedules "B" and "D," used in any school on the 1st July, 1893, and recommended by resolution of the trustees to be continued in use, shall be deemed as authorized in such school until further notice.

5. For religious instructions, either the Sacred Scriptures or the Scripture Readings adopted by the Education Department shall be used by teachers and pupils, as prescribed by the Regulations of the Education Department.

Public Schools. (*Schedule A.*)

First Reader, Part I	$0 10
First Reader, Part II	0 15
Second Reader	0 25
Third Reader	0 35
Fourth Reader	0 45
High School Reader	0 60
Public School Arithmetic	0 25
Public School Algebra and Euclid	0 25
Public School Geography	0 75
Public School Grammar	0 25
Public School History of England and Canada	0 30
Public School Drawing course—each number	0 05
Public School Physiology and Temperance	0 25
Public School Agriculture	0 40
Public School Writing Course—(after July, 1894, five cents)	0 06

French-English Readers.

First Reader, Part I	$0 10
First Reader, Part II	0 15
Second Reader	0 25
Third Reader	0 35
Les Grandes Inventions Moderns	0 50
Robert's French Grammar	0 25

German-English Readers.

Ahn's First German Book	$0 25
" Second " "	0 45
" Third " "	0 45
" Fourth " "	0 50
" First German Reader	0 50
Klotz's German Grammar	0 60

Collegiate Institutes and High Schools. (Schedule B.)

English.

High School Reader	$0 60
High School English Grammar	0 75
High School Composition	0 50
High School Geography	1 00
High School History of England and Canada	0 65
Schmitz's History of Greece and Rome	0 75

Mathematics.

High School Arithmetic	$0 60
High School Algebra	0 75
Elements of Algebra (McLellan)	0 75
High School Euclid (McKay), (Books I., II., III., 50 cents)	0 75

Classics.

First Latin Book (Henderson & Fletcher)	$1 00
Primary Latin Book (Carruthers & Robertson)	1 00
Bradley's Arnold's Latin Prose	1 50
Goodwin's Greek Grammar	1 25
Harkness' First Greek Book	0 90

Moderns.

High School French Grammar	$0 75
High School French Reader	0 50
High School German Grammar	0 75
High School German Reader	0 50
Lessons in French, complete (Fasquelles-Sykes)	0 75

Science.

High School Physics	$1 00
High School Botany	1 00
High School Chemistry	0 75

Book-keeping and Drawing.

High School Book-keeping	$0 65
High School Drawing Course (new series)	0 10

Training Schools. (*Schedule C.*)

Baldwin's Art of School Management (Canadian Edition)	$0 75
Hopkins' Outline Study of Man	1 25
Fitch's Lectures on Teaching	1 00
Quick's Educational Reformers, Edition 1890	1 25
McLellan's Applied Psychology	1 00
Spencer's Education	0 50
Landon's School Management	1 50
Manual of Hygiene	0 50
Houghton's Physical Culture	0 50
Infantry Drill, as revised by Her Majesty's Command (ed. 1892)	0 40
MacLaren's Physical Education, Part II.; Sections II. and III.	2 00
First Year at School (Sinclair)	0 50

(*Schedule D.*)

High School English Word Book	$0 50
Ayres and Armstrong's Orthoepist	0 37
Mason's Advanced English Grammar	0 75
Ayres and Armstrong's Verbalist	0 35
Public School History of England and Canada (old series)	0 35
Green's Short History of the English People	1 50
Edith Thompson's History of England	0 65
Jeffers' History of Canada (Primer)	0 30
Campbell's Modern School Geography	0 75
Pillan's First Steps in Classical Geography	0 40
Hamblin Smith's Arithmetic	0 60
Todhunter's Euclid (Books I., II. and III., 40 cents)	0 75
Curtius' Smaller Greek Grammar	1 00
White's First Lesson in Greek	1 00
Allan and Greenough's Latin Grammar	1 00
Harkness' Introductory Latin Book, Revised Standard	0 50
Harkness' Latin Grammar	1 00
Leighton's First Steps in Latin	1 00
De Fiva's Grammaires des Grammaires	0 75
Bué's First French Book	0 25
De Fiva's Introductory French Reader	0 60
Aue's German Grammar	1 00
Huxley's Introductory—Science Primer Series	0 30
Balfour Stewart's Physics	0 30
The Standard Book-keeping and Précis Writing	0 65
McGuirl's Perspective and Geometrical Drawing	0 40
Public School Music Reader	0 40
High School Music Reader	0 75
Canadian Drawing Course (old series)	0 06
Temperance and Hygiene (old edition)	0 25

Apportionment of Legislative Public School Grant for 1893.

The apportionment of the Grant to the several Municipalities is based upon the latest Returns of Population for the year 1892, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective County, City, Town, and Village Treasurers.

The County Councils—whose duty it is to raise from the several Townships in their Counties a sum at least equal to the amounts respectively apportioned to each County—are reminded that *all the supporters of the Roman Catholic Separate Schools are exempt* from any rate to be levied for this purpose.

Education Department,
Toronto, May, 1893.

Public School appointment to Counties for 1893, for which an Assessment is to be made by the County Council, in the several Townships in each County, sufficient to raise an amount at least equal to the amount apportioned to each County.

All Roman Catholic Separate School supporters are exempt from any rate for such purpose.

1. COUNTY OF BRANT.

Municipalities.	*Apportionment.*
Brantford	$654 00
Burford	544 00
Dumfries, South	352 00
Oakland	98 00
Onondaga	153 00
Total	$1801 00

2. COUNTY OF BRUCE.

Albemarle	$165 90
Amabel	315 00
Arran	335 00
Brant	488 00
Bruce	488 00
Carrick	360 00
Culross	300 00
Eastnor	178 00
Elderslie	328 00
Greenock	195 00
Huron	452 00
Kincardine	400 00
Kinloss	315 00
Lindsay and St. Edmunds	139 00
Saugeen	195 09
Total	$4653 00

3. COUNTY OF CARLETON.

Fitzroy	$325 00
Gloucester	501 00
Goulbourn	318 00
Gower, North	262 00
Huntley	269 00
March	121 00
Marlborough	190 00

COUNTY OF CARLETON.

Municipalities.	*Apportionment.*
Nepean	566 00
Osgoode	500 00
Torbolton	117 00
Total	$3169 00

4. COUNTY OF DUFFERIN.

Amaranth	$367 00
Garafraxa, East	238 00
Luther, East	260 00
Melancthon	394 00
Mono	396 00
Mulmur	339 00
Total	$1994 00

5. COUNTY OF ELGIN.

Aldborough	$585 00
Bayham	432 00
Dorchester, South	178 00
Dunwich	360 00
Malahide	460 00
Southwold	474 00
Yarmouth	589 00
Total	$3078 00

6. COUNTY OF ESSEX.

Anderdon	$228 00
Colchester, North	183 00
" South	311 00
Gosfield, North	263 00
" South	241 00
Maidstone	323 00

THE RYERSON PUBLIC SCHOOL, HAMILTON, ONT.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

COUNTY OF ESSEX.

Municipalities.	*Apportionment.*
Malden	$122 00
Mersea	451 00
Pelee Island	76 00
Rochester	296 00
Sandwich, East	458 00
" West	406 00
Tilbury, North	291 00
" West	226 00
Total	$3775 00

7. COUNTY OF FRONTENAC.

Barrie	$ 76 00
Bedford	186 00
Clarendon and Miller	91 00
Hinchinbrooke	152 00
Howe Island	39 00
Kennebec	160 00
Kingston	299 00
Loughborough	224 00
Olden	119 00
Oso	147 00
Palmerston and Canonto	101 00
Pittsburg	309 00
Portland	245 00
Storrington	243 00
Wolfe Island	137 00
Total	$2528 00

8. COUNTY OF GREY.

Artemesia	$437 00
Bentinck	579 00
Collingwood	455 00
Derby	225 00
Egremont	391 00
Euphrasia	410 00
Glenelg	321 00
Holland	404 00
Keppel	441 00
Normanby	637 00
Osprey	402 00
Proton	340 00
Sarawak	130 00
St. Vincent	398 00
Sullivan	428 00
Sydenham	456 00
Total	$6454 00

9. COUNTY OF HALDIMAND.

Canborough	$114 00
Cayuga, North	235 00
" South	108 00
Dunn	116 00
Moulton	209 00
Oneida	335 00
Rainham	226 00
Seneca	259 00
Sherbrooke	52 00
Walpole	503 00
Total	$2157 00

10. COUNTY OF HALIBURTON.

Municipalities.	*Apportionment.*
Anson and Hindon	$36 00
Cardiff	66 00
Clyde, Burton, Dudley, Dysart, Harcourt, Harburn, Eyre, Guilford, Havelock, etc.	114 00
Glamorgan	54 00
Lutterworth	49 00
Minden	135 00
Monmouth	40 00
Snowdon	94 00
Stanhope, Sherbourne and McClintock	58 00
Total	$646 00

11. COUNTY OF HALTON.

Esquesing	$ 466 00
Nassagaweya	329 00
Nelson	357 00
Trafalgar	468 00
Total	$1,620 00

12. COUNTY OF HASTINGS.

Carlow	$ 48 00
Dungannon	92 00
Elzevir and Grimsthorpe	117 00
Faraday	93 00
Hungerford	577 00
Huntingdon	290 00
McClure, Wicklow and Bangor	88 00
Herschel and Monteagle	174 00
Madoc	315 00
Marmora and Lake	214 00
Mayo	51 00
Rawdon	440 00
Sidney	533 00
Thurlow	602 00
Tudor and Cashel	94 00
Limerick	61 00
Wollaston	81 00
Tyendinaga	411 00
Total	$4282 00

13. COUNTY OF HURON.

Ashfield	$439 00
Colborne	245 00
Goderich	322 00
Grey	466 00
Hay	452 00
Howick	537 00
Hullett	366 00
McKillop	330 50
Morris	361 00
Stanley	292 00
Stephen	416 00
Tuckersmith	345 00
Turnberry	284 00
Usborne	300 00
Wawanosh, East	239 00
" West	238 00
Total	$5632 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

14. COUNTY OF KENT.

Municipalities.	*Apportionment.*
Camden	$325 00
Chatham	610 00
Dover	387 00
Harwich	577 00
Howard	441 00
Orford	350 00
Raleigh	506 00
Romney	172 00
Tilbury, East	330 00
Zone	149 00
Total	$3847 00

15. COUNTY OF LAMBTON.

Bosanquet	$312 00
Brooke	394 00
Dawn	357 00
Enniskillen	570 00
Euphemia	255 00
Moore	548 00
Plympton	458 00
Sarnia	290 00
Sombra	449 00
Warwick	401 00
Total	$4034 00

16. COUNTY OF LANARK.

Bathurst	$317 00
Beckwith	196 00
Burgess, North	115 00
Dalhousie and Sherbrooke, North	242 00
Darling	86 00
Drummond	251 00
Elmsley, North	128 00
Lanark	213 00
Lavant	75 00
Montague	267 00
Pakenham	215 00
Ramsay	260 00
Sherbrooke, South	114 00
Total	$2479 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	$397 00
Crosby, North	139 00
" South	215 00
Elizabethtown	473 00
Elmsley, South	103 00
Kitley	254 00
Leeds and Lansdowne, Front	363 00
" " Rear	267 00
Yonge and Escott, Rear	142 00
Yonge, Front and Escott	318 00
Total	$2671 00

17(*a*). COUNTY OF GRENVILLE.

Municipalities.	*Apportionment.*
Augusta	487 00
Edwardsburg	443 00
Gower, South	98 00
Oxford, Rideau	399 00
Wolford	221 00
Total	$1648 00

18. COUNTY OF LENNOX AND ADDINGTON

Adolphustown	$ 80 00
Amherst Island	115 00
Anglesea, Effingham and Kaladar	140 00
Camden, East	598 00
Denbigh, Abinger and Ashby	106 00
Ernestown	358 00
Fredericksburg, North	175 00
" South	129 00
Richmond	309 00
Sheffield	229 00
Total	$2239 00

19. COUNTY OF LINCOLN.

Caistor	$229 00
Clinton	225 00
Gainsborough	319 00
Grantham	221 00
Grimsby, North	130 00
" South	190 00
Louth	199 00
Niagara	219 00
Total	$1732 00

20. COUNTY OF MIDDLESEX.

Adelaide	296 00
Biddulph	298 00
Caradoc	500 00
Delaware	200 00
Dorchester, North	460 00
Ekfrid	327 00
Lobo	357 00
London	1077 00
McGillivray	373 00
Metcalfe	204 00
Mosa	344 00
Nissouri, West	361 00
Westminster	564 00
Williams, East	205 00
" West	177 00
Total	$5743 00

21. COUNTY OF NORFOLK.

Charlotteville	$442 00
Houghton	224 00
Middleton	402 00
Townsend	477 00
Walsingham, North	286 00
" South	236 00
Windham	422 00
Woodhouse	255 00
Total	$2744 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

22. COUNTY OF NORTHUMBERLAND.

Municipalities.	*Apportionment.*
Alnwick	$121 00
Brighton	350 00
Cramahe	348 00
Haldimand	459 00
Hamilton	513 00
Monaghan, South	130 00
Murray	369 00
Percy	482 00
Seymour	380 00
Total	$3152 00

22 (*a*). COUNTY OF DURHAM.

Cartwright	$242 00
Cavan	352 00
Clarke	555 00
Darlington	558 00
Hope	506 00
Manvers	413 00
Total	$2626 00

23. COUNTY OF ONTARIO.

Brock	$446 00
Mara	319 00
Pickering	720 00
Rama	163 00
Reach	462 00
Scott	279 00
Scugog Island	71 00
Thorah	178 00
Uxbridge	387 00
Whitby, East	359 00
Whitby	287 00
Total	$3671 00

24. COUNTY OF OXFORD.

Blandford	212 00
Blenheim	592 00
Dereham	443 00
Nissouri, East	334 00
Norwich, North	376 00
" South	324 00
Oxford, North	170 00
" East	245 00
" West	257 00
Zorra, East	474 00
" West	335 00
Total	$3762 00

25. COUNTY OF PEEL.

Albion	$341 00
Caledon	533 00
Chinguacousy	553 00
Gore of Toronto	123 00
Toronto	638 00
Total	$2188 00

26. COUNTY OF PERTH.

Municipalities.	*Apportionment.*
Blanchard	$352 00
Downie	338 00
Easthrop, North	311 00
" South	208 00
Ellice	344 00
Elma	494 00
Fullarton	294 00
Hibbert	262 00
Logan	340 00
Mornington	355 00
Wallace	359 00
Total	$3657 00

27. COUNTY OF PETERBOROUGH.

Anstruther	$ 29 00
Asphodel	197 00
Belmont and Methuen	293 00
Burleigh	46 00
Cavendish	11 00
Chandos	88 00
Douro	247 00
Dummer	250 00
Ennismore	107 00
Galway	79 00
Harvey	125 00
Monaghan, North	105 00
Otonabee	425 00
Smith	321 00
Total	$2323 00

28. COUNTY OF PRESCOTT.

Alfred	$ 48 00
Caledonia	118 00
Hawkesbury, East	287 00
" West	209 00
Longueuil	64 00
Plantagenet, North	397 00
" South	277 00
Total	$1400 00

28 (*a*). COUNTY OF RUSSELL.

Cambridge	$257 00
Clarence	164 00
Cumberland	341 00
Russell	240 00
Total	$1002 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	$338 00
Athol	132 00
Hallowell	392 00
Hillier	204 00
Marysburg, North	178 00
" South	188 00
Sophiasburg	262 00
Total	$1694 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

30. COUNTY OF RENFREW.

Municipalities.	*Apportionment.*
Admaston	$246 00
Algona, South	96 00
Alice and Fraser	216 00
Bagot and Blithfield	160 00
Brougham	48 00
Bromley	163 00
Brudenell and Lynedoch	161 00
Grattan	195 00
Griffith and Matawatchan	62 00
Hagarty, Jones, Sherwood, Richards and Burns	216 00
Head, Clara and Maria	45 00
Horton	179 00
McNab	410 00
Pembroke	79 00
Petawawa	102 00
Ratcliffe and Raglan	113 00
Rolph, Wylie, McKay, Buchanan	92 00
Ross	303 00
Sebastopol	88 00
Stafford	106 00
Westmeath	371 00
Wilberforce and Algona, North	276 00
Total	$3727 00

31. COUNTY OF SIMCOE.

Adjala	$218 00
Essa	489 00
Flos	356 00
Gwillimbury, West	300 00
Innisfil	479 00
Matchedash	20 00
Medonte	441 00
Nottawasaga	650 00
Orillia	398 00
Oro	463 00
Sunnidale	293 00
Tay	468 00
Tiny	172 00
Tecumseth	376 00
Tossorontio	148 00
Vespra	335 00
Total	$5606 00

32. COUNTY OF STORMONT.

Cornwall	$604 00
Finch	340 00
Osnabruck	533 00
Roxborough	450 00
Total	$1977 00

32 (*a.*) COUNTY OF DUNDAS.

Matilda	$470 00
Mountain	385 00
Williamsburg	484 00
Winchester	396 00
Total	$1735 00

32 (*b.*) COUNTY OF GLENGARRY.

Municipalities.	*Apportionment.*
Charlottenburg	$595 00
Kenyon	506 00
Lancaster	425 00
Lochiel	422 00
Total	$1948 00

33. COUNTY OF VICTORIA.

Bexley	$ 94 00
Carden	89 00
Dalton	62 00
Eldon	315 00
Emily	274 00
Fenelon	303 00
Laxton, Digby and Longford	91 00
Mariposa	479 00
Ops	309 00
Somerville	250 00
Verulam	234 00
Total	$2500 00

34. COUNTY OF WATERLOO.

Dumfries, North	$310 00
Waterloo	773 00
Wellesley	516 00
Wilmot	597 00
Woolwich	531 00
Total	$2727 00

35. COUNTY OF WELLAND.

Bertie	$472 00
Crowland	123 00
Humberstone	324 00
Pelham	282 00
Stamford	235 00
Thorold	241 00
Wainfleet	325 00
Willoughby	134 00
Total	$2136 00

36. COUNTY OF WELLINGTON.

Arthur	$327 00
Eramosa	358 00
Erin	442 00
Garafraxa, West	328 00
Guelph	284 00
Luther, West	234 00
Maryborough	386 00
Minto	407 00
Nichol	220 00
Peel	465 00
Pilkington	194 00
Puslinch	411 00
Total	$4056 00

37. COUNTY OF WENTWORTH.

Ancaster	$473 00
Barton	406 00
Beverley	562 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

COUNTY OF WENTWORTH.—*Continued.*

Municipalities.	*Apportionment.*
Binbrook	$188 00
Flamborough, East	312 00
" West	345 00
Glanford	201 00
Saltfleet	325 00
Total	$2812 00

38. COUNTY OF YORK.

Etobicoke	$462 00
Georgina	211 00
Gwillimbury, East	404 00
" North	214 00
King	674 00
Markham	624 00

COUNTY OF YORK.—*Continued.*

Municipalities.	*Apportionment.*
Scarborough	$470 00
Vaughan	574 00
Whitchurch	462 00
York	882 00
Total	$4977 00

39. DISTRICTS.

Algoma	Exclusive of towns and villages appearing elsewhere in this list.	$2000 00
Muskoka		1500 00
Nipissing		600 00
Parry Sound		1500 00
Total		$5600 00

Apportionment to Roman Catholic Separate Schools for 1893, Payable Through this Department.

School Sections.		*Apportionment.*
Adjala	10	$21 00
Alfred	3	15 00
"	6	26 00
"	7 (with 8, Plantagenet, South)	15 00
"	7	26 00
"	8	35 00
"	9	34 00
"	10	62 00
"	11	21 00
"	12	41 00
"	13	19 00
"	14	15 00
Admaston	4	19 00
Anderdon	3 and 4	20 00
Artemesia	6, with 7 Glenelg.	11 00
Arthur	6	48 00
"	10	25 00
Ashfield	2	*To be app'd.
Asphodel	4	17 00
Augusta	15	27 00
Biddulph	6	23 00
"	9 (with 1, McGillivray)	3 00
Bonfield, 1 A, 1 B, 2, 4 (District of Nipissing)		*To be apportioned.
Brant	2	4 00
Brighton	1 (15)	13 00
Bromley	4	22 00
"	6	21 00
Brougham	1	12 00
Burgess, North	6	11 00
Caledonia	3, 4 and 10	21 00
"	6	13 00
"	12	47 00
Cambridge	3	30 00
"	4	16 00
"	5	*To be app'd.
"	6 and 7	57 00
Carrick	1	47 00
"	U 1	79 00
"	2	22 00
"	U 2	19 00
"	14	87 00
Charlottenburg	15	36 00
Clarence..3, with 16 Cumberland.		*To be app'd.
"	5	86 00
"	6	77 00
"	8	56 00
"	11	29 00
"	12	29 00
"	13	35 00
"	14	31 00
"	16	19 00
"	19	17 00
"	20	22 00
Cornwall	1	23 00
"	16	73 00
Crosby, North	4	61 00
" "	7	6 00
Culross	U 1	69 00
"	U 2	33 00
Cumberland	10	19 00
"	11	24 00
"	13	44 00
"	14	38 00
"	16	*To be app'd.
Downie	9	27 00
Edwardsburg	2	23 00
Ellice	7	19 00
Ferris	2 (Dist. of Nipissing)	
Finch	5	37 00
Flamborough, West	2	$12 00
Greenock	3 (with 2, Brant)	61 00
Glenelg	5	30 00
"	7 (with 6, Artemesia)	14 00
Gloucester	1 (with 3, Osgoode)	11 00
"	4, 5 and 12	6 00
"	14	29 00
"	15	69 00
"	17	18 00
"	20	34 00
"	25	61 00
Haldimand	2	20 00
"	14	11 00
"	21	27 00
Harwich	9	32 00
Hawkesbury, East	2	46 00
" "	4	14 00
" "	6	33 00
" "	7	84 00
" "	10	45 00
" "	11	*To be app'd.
" "	12	19 00
" "	15	22 00
" "	16	13 00
Hawkesbury, West	4	91 00
Hay	2	*To be app'd.
Hibbert	(1) 3	19 00
Holland, etc	3	11 00
Hullett	2	6 00
Innisfil	12 (now village of Allandale.)	
Kingston	8	17 00
Kitley	7	5 00
Lancaster	14	25 00
Lochiel	12 A	20 00
"	12 B	61 00
Longueuil, West	2	19 00
" "	4 A	19 00
" "	7	24 00
Maidstone	4 (with 2, Rochester)	20 00
Maiden	3 A	38 00
"	3 B	28 00
Mara	3	52 00
March	3	16 00
Marmora and Lake	1	8 00
Matawatchan	3	24 00
Mattawa	1 (see Mattawa Town.)	
McKim	1 (see Sudbury Town.)	
Moore	3, 4 and 5	14 00
Mornington	4	35 00
McGillivray	1 (with 9, Biddulph)	4 00
McKillop	1	22 00
Nepean	7	45 00
"	15	102 00
Nichol	1	27 00
Normanby	5	22 00
"	10	11 00
Osgoode	1	13 00
"	2 (15)	18 00
"	3 (with 1, Gloucester)	12 00
Otonabee	10	12 00
Papineau	1 (see District of Nipissing.)	
"	2 B " "	
Peel	8	7 00
"	12	27 00
Percy	5	9 00
"	12 (with 12, Seymour)	6 00
Plantagenet, North	4	32 00
" "	9	31 00
" "	12	*To be app'd.
" "	15	27 00

* New School, or report of attendance not received.

Apportionment to Roman Catholic Separate Schools, etc.

School Sections.		*Apportionment.*
Plantagenet, North	7	*To be app'd.
" South	7	$47 00
" "	7 (with 6, Caledonia)	13 00
" "	8	*To be app'd.
" "	8 (with 7, Alfred)	12 00
" "	11	*To be app'd.
Proton	6	24 00
Raleigh	4	20 00
"	5	28 00
"	6	23 00
Richmond	10 and 17	13 00
Rochester	2 (with 4, Maidstone)	15 00
Roxboro	12	44 00
"	16	22 00
Russell	1	15 00
"	4	*To be app'd
"	6	73 00
"	7	25 00
"	8	*To be app'd.
Seymour	12 (with 12, Percy)	4 00
Sheffield	5	17 00
Sombra	5	39 00
Stamford	7	16 00
Stafford	2	24 00
Stephen	6	33 00
Springer	1 (see District of Nipissing.)	
Springer	2 (see District of Nipissing.)	

School Sections.		*Apportionment.*
Sydenham	7	$ 7 00
Tiny	2	40 00
Toronto Gore	6	16 00
Tyendinaga	20	23 00
"	24	16 00
"	28	8 00
"	30	20 00
Vespra	7	8 00
Waterloo	13	84 00
Wawanosh, West	1	18 00
Wellesley	5	21 00
"	9 and 10	22 00
"	11	75 00
"	12	11 00
Westminster	13	12 00
Widdifield	2 (see District of Nipissing.)	
Williams, West	10	24 00
Wilmot	15½	54 00
Winchester	12 (with 1, Russell.)	14 00
Windham	8	44 00
Wolfe Island	1	17 00
"	2	17 00
"	4	38 00
Woolwich	10	26 00
Yonge and Escott R.	4	7 00
York	1	31 00

Apportionment to Cities, Towns and Villages for 1893.

	Public Schools.	Separate Schools.	Total.
Cities.	$ c.	$ c.	$ c.
Belleville	1050 00	218 00	1268 00
Brantford	1697 00	219 00	1916 00
Guelph	1102 00	224 00	1326 00
Hamilton	5142 00	956 00	6098 00
Kingston	1803 00	595 00	2398 00
London	3534 00	450 00	3984 00
Ottawa	2571 00	2926 00	5497 00
St. Catharines	905 00	258 00	1163 00
St. Thomas	1173 00	137 00	1310 00
Stratford	1036 00	190 00	1226 00
Toronto	19790 00	2772 00	22562 00
Windsor	1360 00		1360 00
Total	41163 00	8945 00	50108 00
Towns.	$ c.	$ c.	$ $.
Alliston	209 00		209 00
Almonte	288 00	100 00	388 00
Amherstburg	140 00	117 00	257 00
Aurora	224 00		224 00
Aylmer	268 00		268 00
Barrie	508 00	122 00	630 00
Berlin	751 00	173 00	924 00
Blenheim	198 00		198 00
Bothwell	96 00		96 00
Bowmanville	390 00		390 00
Bracebridge	139 00		139 00
Brampton	412 00		412 00
Brockville	838 00	217 00	1055 00
Carleton Place	535 00		535 00
Chatham	951 00	136 00	1087 00
Clinton	301 00		301 00
Cobourg	461 00	120 00	581 00
Collingwood	626 00		626 00
Cornwall	363 00	393 00	756 00
Deseronto	400 00		400 00
Dresden	241 00		241 00
Dundas	273 00	124 00	397 00
Durham	144 00		144 00
Essex	200 00		200 00
Forest	199 00		199 00
Fort William	186 00		186 00
Galt	853 00	62 00	915 00
Gananoque	436 00		436 00
Goderich	403 00	43 00	446 00
Gore Bay	148 00		148 00
Gravenhurst	230 00		230 00
Harriston	198 00		198 00
Ingersoll	445 00	86 00	531 00
Kincardine	346 00		346 00
Leamington	238 00		238 00
Lindsay	560 00	212 00	772 00
Listowel	294 00		294 00
Little Current	116 00		116 00
Mattawa	209 00	(in town gr.	209 00
Meaford	222 00		222 00
Midland	272 00		272 00
Mitchell	271 00		271 00
Milton	158 00		158 00
Mount Forest	283 00		283 00
Napanee	388 00		388 00
Newmarket	225 00	31 00	256 00
Niagara	152 00		152 00

APPORTIONMENT TO CITIES, ETC.

——	Public Schools.	Separate Schools.	Total.
TOWNS.—*Continued.*	$ c.	$ c.	$ c.
Niagara Falls	286 00	80 00	366 00
North Bay	62 00	38 00	100 00
North Toronto	174 00		174 00
Oakville	197 00	28 00	225 00
Orangeville	438 00		438 00
Orillia	484 00	118 00	602 00
Oshawa	448 00	56 00	504 00
Owen Sound	881 00	64 00	945 00
Palmerston	206 00		206 00
Parkhill	159 00	32 00	191 00
Paris	333 00	40 00	373 00
Parry Sound	166 00		166 00
Pembroke	305 00	225 00	530 00
Penetanguishene	463 00		463 00
Perth	365 00	100 00	465 00
Peterborough	851 00	369 00	1220 00
Petrolea	516 00		516 00
Picton	355 00	30 00	385 00
Port Arthur	504 00	143 00	647 00
Port Hope	588 00		588 00
Prescott	232 00	128 00	360 00
Rat Portage	195 00	78 00	273 00
Ridgetown	213 00		213 00
Sandwich	140 00		140 00
Sarnia	699 00	69 00	768 00
Sault Ste. Marie	142 00	27 00	169 00
Seaforth	315 00		315 00
Simcoe	365 00		365 00
Smith's Falls	496 00		496 00
Stayner	163 00		163 00
St. Mary's	383 00	29 00	412 00
Strathroy	398 00		398 00
Sudbury (see District of Nipissing)			
Thornbury	53 00		53 00
Thorold	198 00	100 00	298 00
Tilsonburg	300 00		300 00
Toronto Junction	347 00		347 00
Trenton	406 00	168 00	574 00
Uxbridge	246 00		246 00
Walkerton	299 00	76 00	375 00
Walkerville	109 00		109 00
Waterloo	310 00	45 00	355 00
Welland	230 00		230 00
Whitby	298 00	32 00	330 00
Wingham	255 00		255 00
Woodstock	1118 00		1118 00
Total	31479 00	4011 00	35490 00
INCORPORATED VILLAGES.			
Acton	151 00		151 00
Ailsa Craig	87 00		37 00
Alexandria	34 00	139 00	173 00
Alvinston	121 00		121 00
Arkona	60 00		60 00
Arnprior	213 50	145 00	358 00
Arthur	85 00	56 00	141 00
Athens	105 00		105 00
Ayr	122 00		122 00
Ashburnham	196 00		196 00
Bath	55 00		55 00
Bayfield	71 00		71 00
Beamsville	109 00		109 00
Beaverton	96 00		96 00
Beeton	82 00		82 00

APPORTIONMENT TO CITIES, ETC.

——	Public Schools.	Separate Schools.	Total.
INCORPORATED VILLAGES.	$ c.	$ c.	$ c.
Belle River	67 00		67 00
Blyth	115 00		115 00
Bobcaygeon	110 00		110 00
Bolton	83 00		83 00
Bradford	136 00		136 00
Brighton	169 00		169 00
Brussels	147 00		147 00
Burk's Falls	45 00		45 00
Burlington	166 00		166 00
Caledonia	103 00		103 00
Campbellford	280 00		280 00
Cannington	134 00		134 00
Cardinal	120 00		120 00
Casselman	30 00	134 00	164 00
Cayuga	106 00		106 00
Chesley	188 00		188 00
Chesterville	91 00		91 00
Chippawa	64 00		64 00
Clifford	68 00		68 00
Colborne	118 00		118 00
Creemore	94 00		94 00
Drayton	89 00		89 00
Dundalk	66 00		66 00
Dunnville	228 00		228 00
Dutton	107 00		107 00
East Toronto	123 00		123 00
Eganville	52 00	41 00	93 00
Elmira	119 00		119 00
Elora	139 00	25 00	164 00
Embro	70 00		70 00
Erin	68 00		68 00
Exeter	200 00		200 00
Fenelon Falls	132 00		132 00
Fergus	180 00	10 00	190 00
Fort Erie	114 00		114 00
Garden Island	46 00		46 00
Georgetown	191 00		191 00
Glencoe	117 00		117 00
Grimsby	105 00		105 00
Hagersville	110 00		110 00
Hastings	55 00	36 00	91 00
Hawkesbury	43 00	147 00	190 00
Hespeler	170 00		170 00
Holland Landing	55 00		55 00
Huntsville	145 00		145 00
Iroquois	141 00		141 00
Kemptville	130 00		130 00
Kingsville	156 00		156 00
Lakefield	136 00		136 00
Lanark	94 00		94 00
Lancaster	71 00		71 00
L'Orignal	98 00	26 00	124 00
London, West	230 00		230 00
Lucan	111 00		111 00
Lucknow	159 00		159 00
Madoc	129 00		129 00
Markdale	88 00		88 00
Markham	132 00		132 00
Maxville	63 00		63 00
Merrickville	127 00		127 00
Merritton	154 00	58 00	212 00
Milbrook	111 00		111 00
Milverton	69 00		69 00
Morrisburg	231 00		231 00

APPORTIONMENT TO CITIES, ETC.

——	Public Schools.	Separate Schools.	Total.
INCORPORATED VILLAGES.	$ c.	$ c.	$ c.
Newboro'	54 00		54 00
Newburg	70 00		70 00
Newbury	52 00		52 00
Newcastle	85 00		85 00
New Hamburg	154 00		154 00
Niagara Falls, South	137 00		137 00
Norwich	150 00		150 00
Norwood	121 00		121 00
Oil Springs	136 00		136 00
Omemee	71 00		71 00
Ottawa, East	85 00		85 00
Paisley	129 00		129 00
Point Edward	235 00		235 00
Portsmouth	70 00	32 00	102 00
Port Colborne	107 00	31 00	138 00
Port Dalhousie	104 00		104 00
Port Dover	131 00		131 00
Port Elgin	224 00		224 00
Port Perry	219 00		219 00
Port Rowan	83 00		83 00
Port Stanley	81 00		81 00
Preston	190 00	38 00	228 00
Renfrew	217 00	179 00	396 00
Richmond	47 00		47 00
Richmond Hill	87 00		87 00
Rockland	28 00	138 00	166 00
Shelburne	138 00		138 00
Southampton	159 00		159 00
Springfield	52 00		52 00
Stirling	100 00		100 00
Stouffville	137 00		137 00
Streetsville	76 00		76 00
Sundridge	99 00		99 00
Sutton	81 00		81 00
Tara	94 00		94 00
Teeswater	136 00		136 00
Thamesville	105 00		105 00
Thedford	76 00		76 00
Tilbury Centre	67 00	42 00	109 00
Tiverton	56 00		56 00
Tottenham	99 00		99 00
Tweed	64 00	29 00	93 00
Vienna	43 00		43 00
Wallaceburg	251 00	52 00	303 00
Wardsville	42 00		42 00
Waterdown	86 00		86 00
Waterford	139 00		139 00
Watford	143 00		143 00
Wellington	61 00		61 00
Weston	125 00	25 00	150 00
Wiarton	249 00		249 00
Winchester	123 00		123 00
Woodbridge	94 00		94 00
Woodville	72 00		72 00
Wyoming	99 00		99 00
Wroxeter	61 00		61 00
Total	15369 00	1383 00	16752 00

SUMMARY OF APPORTIONMENT FOR 1893.

——	Public Schools.	Separate Schools.	Total.
COUNTIES.	$ c.	$ c.	$ c.
1. Brant	1801 00		1801 00
2. Bruce	4653 00	421 00	5074 00
3. Carleton	3169 00	434 00	3603 00
4. Dufferin	1994 00		1994 00
5. Elgin	3078 00		3078 00
6. Essex	3775 00	121 00	3896 00
7. Frontenac	2528 00	89 00	2617 00
8. Grey	6454 00	130 00	6584 00
9. Haldimand	2157 00		2157 00
10. Haliburton	646 00		646 00
11. Halton	1620 00		1620 00
12. Hastings	4282 00	75 00	4357 00
13. Huron	5632 00	79 00	5711 00
14. Kent	3847 00	103 00	3950 00
15. Lambton	4034 00	53 00	4087 04
16. Lanark	2479 00	11 00	2490 00
17. Leeds and Grenville	4319 00	129 00	4448 00
18. Lennox and Addington	2239 00	30 00	2269 00
19. Lincoln	1732 00		1732 00
20. Middlesex	5743 00	66 00	5809 00
21. Norfolk	2744 00	44 00	2788 00
22. Northumberland and Durham	5778 00	90 00	5868 00
23. Ontario	3671 00	52 00	3723 00
24. Oxford	3762 00		3762 00
25. Peel	2188 00	16 00	2204 00
26. Perth	3657 00	100 00	3757 00
27. Peterborough	2323 00	29 00	2352 00
28. Prescott und Russell	2402 00	1723 00	4125 00
29. Prince Edward	1694 00		1694 00

SUMMARY OF APPORTIONMENT FOR 1893.

	Public Schools.	Separate Schools.	Total.
COUNTIES.	$ c.	$ c.	$ c.
30. Renfrew	3727 00	122 00	3849 00
31. Simcoe	5606 00	69 00	5675 00
32. Stormont, Dundas and Glengarry	5660 00	355 00	6015 00
33. Victoria	2500 00	.....	2500 00
34. Waterloo	2727 00	293 00	3020 00
35. Welland	2136 00	16 00	2152 00
36. Wellington	4056 00	134 00	4190 00
37. Wentworth	2812 00	12 00	2824 00
38. York	4977 00	31 00	5008 00
39. Districts—			
(*a*) Algoma ..... (Exclusive of towns and villages appearing elsewhere in this list.....)	2000 00	Included in P. S. grant.	2000 00
(*b*) Muskoka ..... (Exclusive of towns and villages appearing elsewhere in this list.....)	1500 00	Included in P. S. grant.	1500 00
(*c*) Nipissing ..... (Exclusive of towns and villages appearing elsewhere in this list.....)	600 00	Included in P. S. grant.	600 00
(*d*) Parry Sound.. (Exclusive of towns and villages appearing elsewhere in this list.....)	1500 00	Included in P. S. grant.	1500 00
Total	134202 00	4827 00	139029 00
GRAND TOTALS.			
COUNTIES AND DISTRICTS	134202 00	4827 00	139029 00
CITIES	41163 00	8945 00	50108 00
TOWNS	31479 00	4011 00	35490 00
VILLAGES	15369 00	1383 00	16752 00
TOTALS	222213 00	19166 00	241379 00

APPENDIX C.—*PROVINCIAL, NORMAL AND MODEL SCHOOLS.*

1. Toronto Normal School.

1. *Staff of Toronto Normal School, 1893.*

Thomas Kirkland, M.A	Principal.
James Carlyle, M.D	Mathematical Master.
A. C. Casselman	Drawing Master, and in Model School.
S. H. Preston	Music " " " "
Eugene Masson	French Teacher.
Sergt. T. Parr	Drill and Calisthenics.

2. *Students in Toronto Normal School, 1893.*

	Admitted.	
	Male.	Female.
First Session	24	92
Second Session	26	93
Total	50	185

2. Ottawa Normal School.

1. *Staff of Ottawa Normal School, 1893.*

John A. McCabe, LL.D	Principal.
Wm. Scott, B.A	Mathematical Master.
T. H. McGuirl, B.A	Drawing Master, and in Model School.
W. G. Workman	Music " " " "
J. Fleury	French Teacher.
E. B. Cope	Clerk and Accountant, also Drill and Calisthenics Master, and in Model School.

2. *Students in Ottawa Normal School, 1893.*

	Admitted.	
	Male.	Female.
First Session	31	78
Second Session	23	45
Total	54	123

THE PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA, ONT.

3. Toronto Model School.

1. *Staff of Toronto Model School, 1893.*

Angus McIntosh	Head Master, Boys' Model School.
R. W. Murray	First Assistant, " "
Thomas M. Porter	Second " " "
Miss Jennie Wood	Third " " "
" Sarah M. Ross	Fourth " " "
" Margaret T. Scott	Head Mistress, Girls' Model School.
" May K. Caulfeild	First Assistant, " "
" M. Meehan	Second " " "
" Alice Stuart	Third " " "
" Mattie Rose	Fourth " " "
" Mary Macintyre	Kindergarten Taecher.
" C. J. O'Grady	Assistant "

1. *Number of Pupils, 1893.*

Boys, 235	Girls, 236 — Total, 461
Kindergarten	Total, 40

4. Ottawa Model School.

1. *Staff of Ottawa Model School.*

Edwin D. Parlow	Head Master, Boys' Model School.
Thomas Swift	First Assistant " "
R. H. Cowley	Second " " "
Miss C. F. Sutherland	Third " " "
" Adeline Shenick	Head Mistress, Girls' Model School.
" Mary G. Joyce	First Assistant. " "
" Margaret A. Mills	Second " " "
" M. E. Butterworth.	Third " " "
" Eliza Bolton	Kindergarten Teacher.
" E. Cochrane	Assistant "

2. *Number of Pupils, 1893.*

Boys, 159	Girls, 115 — Total, 274
Kindergarten	Total, 30

APPENDIX D.—STATISTICS OF COUNTY MODEL SCHOOLS.

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year in which Principal was appointed.	No. of Assistants having First Class Certificates.	No. of Assistants having Second Class Certificates.	No. of Assistants having Third Class Certificates.	No. of Assistants having other Certificates.	Is separate room provided?	Is it on the School premises?	Amount of Government Grant.	Amount of Municipal Grant.	Amount received as fees.	Time given daily by Principal to Model School work.	No. of Divisions in the School.	No. of Divisions used for Model School purposes.	No. of students sent at one time to a Division to observe or teach.	No. of weeks students are trained before they go to the Divisions to observe.	No. of weeks students observe in the Divisions.	No. of weeks students are trained before they go to the Divisions to teach.	No. of weeks students teach with Divisions.
			$								$	$	$								
1 Athens	G. Sharman	I.B.	725	1888		3	1		yes	yes	150	150	110	all day	4	4	5	6	2	8	6
2 Barrie	W. J. Hallett	I.A.	900	1893		10	3	1	"	"	150	150	110	"	15	14	5	6	2	8	5
3 Beamsville	A. E. Caverhill	I.C.	700	1886		3	1		"	"	150	150	55	"	4	4	3	4	2	8	6
4 Berlin	J. Suddaby	I.C.	1000	1877	1	7	2	1	"	"	150	150	70	"	11	10	3	6	2	8	6
5 Bracebridge	W. Donaldson	I.	*200	1893	1	2	2	1	"	"	150		120	"	6	5	5	6	2	8	5
6 Bradford	A. Orton	I.B.	750	1888		4			"	no	150	150	100	"	4	4	5	6	2	8	6
7 Brampton	A. Merrill	B.A.	800	1893	1	2	1		"	yes	150	150	120	"	12	8	3	6	2	8	6
8 Brantford	W. Wilkinson	M.A.	1275	1871	1	15			"	"	150	150	80	"	16	16	4	4	2	8	6
9 Caledonia	R. Thompson	I.C.	600	1893		4			"	"	150	150	165	"	4	4	8	6	2	8	6
10 Chatham	J. C. Smith	I.C.	800	1893		19	4		"	"	150	150	78	"	23	23	4	6	2	8	5
11 Clinton	W. R. Lough	I.C.	825	1884		7	1		"	"	150	150	120	"	8	8	4	6	2	8	5
12 Cobourg	A. Barber	I.C.	800	1886		6	4		"	"	150	150	110	"	10	10	4	6	2	8	6
13 Collingwood	E. Ward	I.	1000	1880		5	5		"	"	150	150	135	"	12	10	3	6	2	8	6
14 Cornwall	J. Connolly	I.A.	900	1892		6	3	1	"	"	150	150	100	"	10	8	3	6	2	8	6
15 Durham	T. Allen	I.B.	675	1888		3	1		"	"	150	150	70	"	5	4	3	6	2	8	6
16 Elora	R. Meade	I.C.	600	1893		4			"	"	150	150	102	"	4	4	6	6	2	8	6
17 Forest	T. A. Reid	I.C.	775	1890		6			"	"	150	150	165	"	6	6	5	5	2	7	6
18 Galt	R. Alexander	I.B.	1000	1875	1	4	3		"	"	150	150	70	"	8	8	5	6	2	8	5
19 Gananoque	J. C. Linklater	I.C.	900	1888		6	4	1	"	"	150	150	65	"	11	8	2	6	3	9	5
20 Goderich	R. Park	I.A.	900	1889		9	3		"	"	150	150	190	"	12	12	4	6	3	9	3
21 Hamilton	S. B. Sinclair	B.A.	1100	1886	1	8			"	"	150	150	175	"	12	12	4	5		5	9
22 Ingersoll	H. F. McDiarmid	I.A.	900	1885	1	9	1	2	"	"	150	150	75	"	14	11	3	6	2	8	5

23 Kincardine	F. C. Powell	I.B.	850	1877	....	4	5	....	"	"	150	150	135	"	9	9	3	1	4	5	8		
24 Kingston	R. R. Row	I.B.	1100	1885	....	2	7	....	"	"	150	150	120	"	..	24	2	6	1	7	8		
25 Lindsay	G. E. Broderick	I.A.	1000	1888	....	19	....	....	"	"	150	150	185	"	17	12	3	6	2	8	6		
26 London	R. M. Graham	I.C.	1050	1891	....	8	....	....	"	"	150	150	235	"	8	8	6	5	2	7	7		
27 Madoc	E. Richardson	I.C.	700	1892	....	4	....	....	"	"	150	250	180	"	5	5	7	4	1	5	8		
28 Meaford	A. Jordan	I.C.	700	1891	....	5	2	....	"	"	150	150	115	"	7	7	3	6	2	8	6		
29 Milton	W. F. Inman	I.C.	700	1893	....	4	2	....	"	"	150	200	130	"	6	5	5	6	2	8	6		
30 Minden	C. S. Eggleton	II.	500	1888	....	....	1	....	"	"	150	150	60	"	2	2	6	6	2	8	6		
31 Mitchell	C. M. French	I.C.	700	1893	....	6	1	....	"	"	150	150	185	"	7	7	5	6	2	8	6		
32 Mount Forest	S. B. Westervelt.	I.C.B. & H.A.	700	1877	....	5	4	....	"	"	150	150	190	"	9	8	5	6	2	8	6		
33 Morrisburg	W. Kayler	I.C.	750	1892	....	3	4	1	"	"	150	150	180	"	8	8	4	6	2	8	6		
34 Napanee	J. Bowerman	II.	800	1879	....	3	....	3	"	"	150	200	120	"	7	6	5	6	1	7	7		
35 Newmarket	W. Rannie	I.C.	800	1877	....	5	1	....	"	"	150	175	140	"	6	6	4	6	2	8	6		
36 Norwood	F. E. Perney	I.C.	700	1893	....	4	....	....	"	"	150	150	205	"	5	5	8	4	2	6	7		
37 Orangeville	M. N. Armstrong	I.C.	750	1885		6	4	....	"	"	150	150	140	"	10	9	3	6	2	8	6		
38 Owen Sound	T. Frazer	I.C.	1100	1883	....	7	6	....	"	"	150	150	175	"	13	10	4	5	2	7	5		
39 Parry Sound	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
40 Perth	M. Jacques	I.C.	950	1884	....	7	1	1	yes	yes	150	150	.....	all day	9	9	4	6	2	8	6		
41 Picton	R. F. Greenlees	I.A.	900	1886	....	7	....	....	"	"	150	150	85	"	8	8	17	7	1	8	5		
42 Port Hope	F. Wood	I.C.	1000	1885	...	13	2	...	"	"	150	150	140	"	15	12	4	6	2	8	6		
43 Port Perry	A. M. Rae	I.C.	800	1877	2	2	2	....	"	"	150	150	90	"	6	6	3	6	2	8	6		
44 Prescott	C. McPherson	I.B.	1000	1881	....	5	...	....	"	"	150	150	120	"	6	6	4	6	2	8	6		
45 Renfrew	E. N. Jory	I.C.	750	1891	....	3	2	....	"	"	150	150	220	"	6	6	9	5	2	7	7		
46 Richmond	W. J. Simpson	I.C.	600	1888	....	3	....	....	"		150	300	35	"	3	3	6	6	2	8	4		
47 St. Thomas	N. M. Campbell	I.C.	1000	1877	...	7	1	....	"		150	150	...	"	8	8	5	4	3	7	7		
48 Sarnia	A. Wark	I.B.	850	1877	....	8	....	....	"	"	150	200	155	"	9	9	4	6	2	8	6		
49 Simcoe	J. Rowat	I.A.	800	1889	....	8	....	....	"	"	150	150	115	"	8	7	3	6	1	7	7		
50 Stratford	J. R. Stuart	I.A.	1000	1887	....	16	....	....	"	"	150	150	255	"	16	16	3	6	2	8	6		
51 Strathroy	T. Dunsmore	I.C.	850	1882	....	9	....	....	"	"	150	150	195	"	10	10	4	5	1	6	8		
52 Toronto	L. J. Clarke	I.C.	1450	1888	5	3	....	....	"	"	150	150	24	3 hrs.	8	8	4	4	4	8	6		
53 Toronto Junction	W. Wilson	I.C.	850	1886	....	9	....	1	"	"	150	150	135	all day	11	11	5	6	2	8	6		
54 Vankleek Hill	E. Hoidge	I.C.	600	1892	....	3	....	....	"	"	150	150	105	"	4	4	7	6	.....	6	6		
55 Walkerton	E. J. Rowlands	I.C.	800	1893	....	5	4	....	"	"	155	150	135	"	9	9	3	5	2	7	6		
56 Welland	S. C. Woodworth	I.C.	800	1890	....	5	2	....	"	"	150	150	55	"	7	5	3	7	2	9	5		
57 Whitby	J. A. Brown	I.B.	900	1877	....	4	1	2	"	"	150	150	100	"	7	7	3	3	1	4	4		
58 Windsor	C. N. Callander	I.C.	800	1893	....	3	4	....	"	"	150	150	110	"	7	5	4	3	2	5	7		
59 Woodstock	S. Nethercott	I.B.	900	1893	....	2	20	7	"	"	150	150	170	"	30	24	2	6	2	8	5		
			aver.															aver.	aver.	aver.	aver.		
	.....	.....	840	...	....	....	....	....	....	....	.....	.....	....	.....	...	....	.. ..	5½	2	7½	6		

*For Model School Term.

S 4 (E) 1894

APPENDIX D.—STATISTICS OF COUNTY MODEL SCHOOLS.—*Continued.*

Name of Model School.	No. of hours per day students teach in the Divisions during this time.	No. of lessons taught by each student during the term in the Divisions.	Average number of lessons each class will be taught by students during the term.	Average length of these lessons.	No. of days a student remains in a Division before passing to another.	No. of students.	No. of Males.	No. of Females.	No. of students having Senior Leaving Certificates.		No. of students having Junior Leaving Certificates.		No. of students having Primary Leaving Certificates.		No. of students having District Leaving Certificates.		No. of students under 18 years of age.		Average age of students.	No. of students who passed final examination.		
				min.																	Males.	Females.
1 Athens	1	15	53	20	3½	22	7	15	....	7	15	....	....		....		18.6		22	7	15	
2 Barrie	3	23	10	20	5	22	12	10	....	4	16	2	....		20		20		12	8		
3 Beamsville	2	25	23	20	5	11	7	4	....	6	5	....	....		19		11		7	4		
4 Berlin	2	22	15	20	2½	14	10	4	....	3	11	....	1		18.7		11		8	3		
5 Bracebridge	1½	12	22	15	1	27	8	19	....	....	3	24	12		19		25		8	17		
6 Bradford	2	12	22	20	7	20	10	10	....	2	12	6	1		19.1		18		8	10		
7 Brampton	2	12	15	20	5	24	15	9	....	7	17	....	1		19.5		20		13	7		
8 Brantford	2	17	15	20	2	19	9	10	1	8	10	....	....		19		16		8	8		
9 Caledonia	1½	12	40	20	5	33	17	16	1	14	18	....	....		19.3		32		16	16		
10 Chatham	1	16	20	25	1	39	18	21	1	16	22	....	....		19.5		32		12	20		
11 Clinton	1	16	22	25	2½	24	14	10	1	10	13	....	....		19.3		23		13	10		
12 Cobourg	2	20	22	20	1	22	10	12	1	7	14	....	....		19.5		18		6	12		
13 Collingwood	2	18	35	20	2	27	14	13	....	6	18	3	2		19		25		14	11		
14 Cornwall	1½	13	12	20	5	20	5	15	....	7	13	....	....		18.3		20		5	15		
15 Durham	2½	12	14	25	3	14	4	10	....	2	12	....	....		18.5		14		4	10		
16 Elora	1½	14	25	25	2	21	11	10	1	11	9	....	....		19		17		10	7		
17 Forest	2	19	18	20	2	33	15	18	3	8	22	....	....		19		33		15	18		
18 Galt	3	21	20	20	1	14	5	9	2	2	10	....	....		19.2		11		3	8		
19 Gananoque	1½	18	15	25	3	13	4	9	....	2	11	....	2		18.7		13		4	9		
20 Goderich	1½	12	11	25	3	38	18	20	3	15	20	....	....		19.1		38		18	20		
21 Hamilton	2	12	26	20	5	37	11	26	5	25	7	....	....		19		32		9	23		
22 Ingersoll	2½	13	15	25	4	15	7	8	1	5	9	....	....		18.8		13		6	7		

23 Kincardine	1	24	27	20	2	27	13	14	....	9	18	....	....	18.4	23	9	14
24 Kingston	½	23	18	20	5	24	5	19	....	4	7	13	3	18.2	20	5	15
25 Lindsay	1¼	14	20	20	2	37	14	23	....	9	28	....	....	18.4	37	14	23
26 London	1⅓	15	70	20	4	47	15	32	5	27	15	....	....	19.1	40	11	29
27 Madoc	1	15	38	20	5	36	12	24	....	10	12	14	....	19.3	34	10	24
28 Meaford	1½	12	25	25	5	23	8	15	2	3	18	....	....	18.5	20	7	13
29 Milton	3½	12	18	20	5	26	11	15	1	7	18	....	....	19	25	10	15
30 Minden	1½	12	16	18	5	12	2	10	....	....	....	12	10	17	12	2	10
31 Mitchell	1	20	44	20	3	37	17	20	....	16	21	....	4	18.8	31	16	15
32 Mount Forest	1	12	28	23	2	38	15	23	1	14	23	....	....	18.5	30	10	20
33 Morrisburg	1⅔	20	34	20	1	37	19	18	....	7	30	....	....	19	36	18	18
34 Napanee	¾	12	34	30	3	30	8	22	1	8	13	8	....	18.6	30	8	22
35 Newmarket	1½	12	21	20	4	28	12	16	....	7	21	....	....	19.7	24	9	15
36 Norwood	1¼	12	41	20	5	41	20	21	4	9	28	....	7	18.3	39	20	19
37 Orangeville	¾	13	19	20	4	29	11	18	....	8	21	....	....	19	29	11	18
38 Owen Sound	1½	16	36	23	4	35	15	20	....	9	26	....	....	18	30	13	17
39 Parry Sound	....	....	....	....	....	18	2	16	....	....	1	17	....	....	18	2	16
40 Perth	1⅕	15	34	20	5	41	10	31	1	11	26	3	4	19.4	36	8	28
41 Picton	1	12	14	28	3	17	9	8	....	7	8	2	....	18.8	17	9	8
42 Port Hope	1	12	24	25	4	28	12	16	3	14	11	....	....	18.3	25	12	13
43 Port Perry	½	15	22	25	5	19	13	6	2	7	10	....	....	19	19	13	6
44 Prescott	1 1-9	20	35	25	5	24	9	15	....	3	21	....	3	18.8	24	9	15
45 Renfrew	1	12	58	20	5	44	12	32	....	3	10	31	11	18.5	44	12	32
46 Richmond	2¾	20	33	20	5	18	4	14	2	3	12	1	3	18.8	18	4	14
47 St. Thomas	1	24	35	20	2	40	18	22	3	17	20	....	....	19.7	40	18	22
48 Sarnia	3	15	25	20	4	31	8	23	...	12	19	....	1	18.7	31	8	23
49 Simcoe	1½	12	23	20	2½	23	10	13	...	2	21	....	....	19	23	10	13
50 Stratford	⅔	12	30	20	5	51	23	28	3	28	20	....	5	18.6	43	18	25
51 Strathroy	1	15	24	20	2	39	26	13	2	19	18	....	....	19.3	32	20	12
52 Toronto	1	26	4	30	5	12	.....	12	....	10	2	....	3	19	12	.....	12
53 Toronto Junction	2¼	30	35	20	1½	26	8	18	....	10	16	....	....	18	25	7	18
54 Vankleek Hill	3	12	23	20	3	21	11	10	1	4	6	10	....	18.6	21	11	10
55 Walkerton	2	25	33	20	3	27	9	18	1	9	17	....	....	19.3	21	8	13
56 Welland	1	15	13	30	2	11	2	9	....	4	7	....	....	19	11	2	9
57 Whitby	1½	12	26	25	2	20	7	13	....	7	13	....	....	19	20	7	13
58 Windsor	1½	22	40	20	2	22	4	18	3	6	10	3	1	19	18	4	14
59 Woodstock	⅔	23	30	20	4	34	20	14	1	18	15	....	....	19.1	34	20	14
	aver.	aver.	aver.	aver.	——	total	total	total	to'tl	to'tl	to'tl	to'tl	——	aver.	to'tl	to'tl	to'tl
	1⅜	16⅓	26⅕	21½	.....	1582	645	937	56	508	869	149	....	18.9	1456	581	875

APPENDIX E.—*TEACHERS' INSTITUTES.*

1. Ontario Educational Association.

Extracts from the Proceedings of Convention held on the 4th, 5th and 6th April, 1893.

The Association met on Tuesday, April 4th, 1892, the President, S. B. Sinclair, in the chair.

Resolved—That it is desirable to amend the Constitution of the Ontario Educational Association as follows :

Article II., Section 1, first and second items to be combined so as to read, "College and High School Department."

Article IV., Section 1, second sentence to read : "The Board of Directors shall consist of the officers of the Association, the presiding officers of the several departments, who shall be *ex officio* vice-presidents of the Association, the secretaries of the several departments, one director from each of the four sections of the College and High School Department, and one director elected by each of the other departments."

TRUSTEES' DEPARTMENT.

Record of the Provincial Association of Public and High School Trustees of Ontario.

The formation of the Ontario Educational Association and the affiliation therewith of our Provincial Association of School Trustees, mark an epoch in the educational affairs of Ontario. At such a time a brief review of the history of this Association may prove neither inappropriate nor unprofitable. Our Trustees' Association was the outcome of the wise and timely action of the Whitby Board of Education, under date of March, 1887. In response to circulars sent out by that board, representatives of some two-score school boards assembled in Toronto in June, 1887, and organized a Trustees' Association, whose object as set forth in the Constitution adopted was and is : (*a*) To provide a medium of communicating to the Minister of Education the views of the people of this Province on educational questions, and pressing the same on his attention ; (*b*) To consider all matters having a practical bearing on education and the school system.

1887 In November of the same year, forty-two school boards sent delegates to the Convention, which considered such questions as "Pupils' Fees in High Schools and Collegiate Institutes," "Improved Methods of Financial Support of Public and High Schools," "Assessment for Public and Separate School Purposes," "Holidays in Rural Public Schools," "Collegiate Institute Masters." These and similar subjects were debated, resolutions were adopted, and committees appointed to call the attention of the Minister of Education to the conclusions at which the Association had arrived.

1888. At the Convention of November, 1888, upwards of fifty school boards were represented. The work of the Association this second year consisted chiefly in the reiteration and emphasizing of the resolutions of the previous year. One additional subject was dealt with, "The Method of the Payment of Public School Grants." In the new School Laws of 1891 are to be traced distinctly the results of the votes and proceedings of this Trustees' Association, and the Minister of Education himself has also repeatedly assured the Trustees in Convention of the indebtedness of his department to their suggestions.

1889. The Convention of 1889 discussed the High School Curriculum, and referred it to a special committee "to ascertain how to give it more of an industrial character without making it less useful for purposes of general culture." The results of the com-

mittee's work, adopted by the Association, are embodied in the Commercial Course as it now stands in the High School programme. The Convention of 1889 also reccommended that the December High School Entrance Examination be abolished.

1890. The Convention of 1890 discussed the formation of Boards of High School Entrance Examiners. It also recommended that "Third-Class Public School Certificates should be Provincial and not merely County." It resolved that "in cities and towns High and Public School Boards should be permitted to amalgamate." Also that "in cities, towns and villages the election of Public School Trustees should be by ballot." A committee was appointed to endeavor to have embodied in the revised School Laws of 1891, this Association's recommendations.

1891. The Convention of 1891 appointed committees to inquire into and report upon "Model Schools" and upon "Kindergartens." The Association also discussed—but without at present taking formal action—the conduct of some teachers in engaging with more Boards than one at a time, choosing the one that best suited them. The following resolution was carried unanimously :

"That in the opinion of this Association, power should be given in village schools and in rural schools which are not graded, for the formation of special classes for the instruction of the oldest and most advanced pupils in Arithmetic, Book-keeping, Mensuration and Composition, or any of them ; and for the setting apart during the winter months of one-half day in each week, exclusively for the instruction of such pupils in these subjects."

The Public School Curriculum was discussed ; also the time of electing Public School Trustees.

1892. The Minutes of the Convention of 1892 embody the reports of the committees on "County Model Schools" and on "Kindergartens," giving statistics and information from nearly all the schools of that kind in the Province ; also Mr. Farewell's paper on "Physical Education in High Schools," and Mr. Burritt's criticism of the Public School Law of 1891. Mr. C. C. James, M.A., Deputy Minister of Agriculture, in a very interesting lecture, directed the attention of the Association towards the important subject of "Agriculture in Public Schools." At this ('93) Convention that subject is to be reported upon by a special committee.

It was resolved : "That in the opinion of this Association, the amount of the Legislative grant to individual High Schools and Collegiate Institutes should not be diminished from year to year (as is the effect of the present system), but ought rather to be increased."

Also, "That the Boards should have the power to admit to special High School classes occasional students who may never have passed the Entrance Examination, provided that candidates who have passed the Entrance Examination have precedence in the matter of admission, and that the attendance of occasional pupils be not reckoned as part of the regular High School attendance."

But the great achievement of the Convention of 1892 was the affiliation with the Ontario Educational Association, in consequence of which the Province of Ontario now possesses an educational parliament such as few other countries, if any, in the world, can boast.

Constitution of the Trustees' Department.

(Adopted 4th April, 1893.)

1. *Name*—This Department shall be called "The Ontario Educational Association —Trustees' Department."

2. *Purpose*—The object of this Department of the Association shall be (*a*) to provide a medium of communicating to the Minister of Education the views of the people of this Province on educational questions, and pressing the same on his attention ; (*b*) to consider all matters having a practical bearing on education and the school system.

3. *Membership*—This Department shall consist of representatives from school boards as follows: One representative from each Collegiate Institute and High School Board for each school under its jurisdiction, and two from each united board; one from each Public School Board in cities, towns and incorporated villages; one from each township, and one additional representative for each 20,000 inhabitants or fraction thereof, in cities having a population of over 20,000.

Sub-section 1—Any member of a High or Public School Board, and any person who has been a delegate to this department, shall, upon payment of the annual fee, be entitled to take part in its proceedings as an Associate Member.

Sub-section 2—Upon the yeas and nays being asked by any two delegates upon any question, the votes of delegates only shall be taken and recorded.

4 *Delegates*—The representatives or delegates to the regular annual meeting of this Department shall be selected on or before the first day of the annual meeting of this Department in each year, and a certificate of the appointment of a delegate shall be placed in the hands of the Secretary of this Department before the delegate takes his seat. The selection of the township representatives shall be made by the township municipal councils.

5. *Officers*—The officers shall be a President, 1st Vice-President, 2nd Vice-President, Secretary-Treasurer, and an Executive Committee, to consist of the above-named officers and twelve members. The officers shall be elected annually.

6. The *Executive Committee* shall nominate annually one director to the Board of Directors of the Ontario Educational Association, and shall have the management of the affairs and business of this Department, subject to the approval of the members thereof.

7. An *Emergency Meeting* of this Department may be called by the Executive Committee, by giving timely notice of the business and object of such meeting by circular or postal card.

8. *Sections*—This Department may divide itself into two sections, viz.: A High School section and a Public School section. Matters referring to High Schools and Collegiate Institutes exclusively may be referred to the High School section for its consideration; matters referring to Public Schools exclusively may be referred to the Public School section for its consideration. Each section shall report its findings to the general meeting of this Department.

9.—(*a*) The *Secretary* shall keep an accurate record of the proceedings of this Department and of the Executive Committee; a register of boards in the Department; he shall conduct the correspondence of this Department and of the Executive Committee. He shall notify the officers of their election, give notice of meetings, and annually report to this Department.

(*b*.) The *Treasurer* shall receive and hold all the funds of this Department and disburse the same, and shall keep a correct account of moneys received and disbursed by him, and shall report at the annual meeting.

10. This Constitution shall not be amended unless by a vote of two-thirds of the members present. Of every proposed amendment notice shall be given.

Resolved—Text Books: That of text books for the use of pupils in Public Schools, no authorization or withdrawal be made hereafter without the consent of a committee of educationists, to be named by the Legislature.

Resolved—That Section 8, sub-section 5, Public Schools Act, 54 Vict., be amended so as to read: "Hereafter it shall be lawful for the trustees of any public Public School to unite with the trustees of any High School to form a Board of Education."

Resolved—That in all cases the trial of a controverted election of a school trustee shall be held by the County Judge: or if the Inspector is still to try rural cases, that he be given all the powers of a County Judge as recited in section 105.

Resolved—That Section 65 be so amended as (*a*) To make the subject matter for arbitration include any question of the justness of the price asked, as well as the suitability of the site selected; (*b*) To give to the Inspector the powers of convener and chairman of such board of arbitrators; (*c*) To give power to the Inspector, as chairman of the board of arbitrators, to compel the disputing parties to deposit with the Secretary of the Board, sufficient to cover the expense of the arbitration.

[NOTE.—Either in section 65, or 72, it should be made clear that the arbitrators have power to award costs, if the Legislature intend they should have such power.]

Resolved—That section 92 be amended so as to make every union school section one section for all school purposes.

Resolved—That section 93 be amended so as to withdraw from the township, and make part of the village for all school purposes the rural parts of a union school section, consisting of an incorporated village within a school section.

Resolved—That the provisions of section 96, with reference to the time of passing a by-law, etc., be made to harmonize with section 91, sub-section 3, and section 82.

Resolved—That section 132 be amended by striking out all the words after the word "writing."

[NOTE.—The object desired is that the word "agreement" shall not be construed to exclude an agreement by telegram or letter; nor to be more stringent than it is by section 40 of the High School Act; and that in cases of dispute the agreement, as in commercial affairs, may be left to be interpreted by the courts.]

Resolved—That section 172, sub-section 2, be amended by striking out the words 'mutually agreed upon," and substituting therefor the words "fixed by such trustees."

Resolved—That section 145 be so amended as not to exclude legally qualified High School teachers from eligibility for appointment as county examiners.

Resolved—That the Fifth Form be made compulsory in all Public Schools in cities, towns and incorporated villages; and that the Junior Form in High Schools be made to begin where the Fifth Form in Public Schools leaves off; and that the Legislature give a special grant for such Fifth Form, to be apportioned as provided by section 123, sub-section 2.

COLLEGE AND HIGH SCHOOL DEPARTMENT.

CONSTITUTION.

Article I.—Name.

The name of this Department shall be "College and High School Department."

Article II.—Membership.

All persons engaged in teaching in any of the Universities, Colleges or High Schools of Ontario, who are also members of the Ontario Educational Association, and such other persons as may be elected by the Department on the recommendation of the Executive, shall be members of the Department.

Article III.—Officers.

The officers of this Department shall consist of a President and a Secretary, and the representative from each of the following Associations on the Board of Directors of the General Association, viz.: The Modern Language Association, the Natural Science Association, the Classical Association, and the Mathematical and Physical Association. These shall constitute the Executive of the Department.

The following report, which was adopted, was presented by Mr. Levan:

The committee appointed to consider the present unsatisfactory state of affairs in commercial branches, and also how far a student's school work should count in his examination, begs leave to report as follows:

With reference to the commercial work it recommends: 1. That in the subject of Drawing, all the work be dropped from the High School Course except Perspective and Model Drawing; 2. That Book-keeping be not required of pupils who are preparing for Matriculation.

Your committee can see no satisfactory way of counting a pupil's school work in the Departmental Examination. It reccommends, however: 1. That examiners be required to exercise the utmost care in setting examination papers; 2. That in the English branches, the chairman of each committee of Associate Examiners be required not to read answer papers, but simply to revise the work of his committee with the view of maintaining a uniform standard throughout the examination.

Resolved—That a committee be appointed to ask the Registrar of the College of Physicians and Surgeons to harmonize the requirements of their Matriculation with those of the University Matriculation or the Junior Examination. The committee appointed consisted of the Principals of the Toronto Collegiate Institutes.

PUBLIC SCHOOL DEPARTMENT.

Resolved—That in the opinion of this Department, it would tend to advance education in the Province if books for supplementary reading in the various grades were sanctioned by the Education Department.

Resolved—That it is desirable, in the interests of public school education, that pupils should not be required to pass the High School Entrance Examination before trying the Public School Leaving Examination, and that pupils who have passed the Public School Leaving Examination should be considered as having passed the High School Entrance Examination.

Resolved—That in the opinion of this Department one drawing book is all that can be profitably filled in one year, and that the Minister of Education be asked to drop either No. 5 or No. 6, requiring but one for the High School Entrance Examination.

Resolved—That in the opinion of this Department it is advisable to allow any Public School, with the consent of the trustees, to do Public School Leaving Examination work, and that all schools doing such work receive a share of the Government grant given for the Public School Leaving Examination.

Resolved—That this Department recommend that section 109 of the Public Schools Act be amended, so that the amount paid from the general funds of the township to each school and department in the municipality be $200 instead of $100 at present.

BY-LAWS.

Article I.—This Department shall be called "The Public School Department of the Ontario Educational Association."

Article II—Any member of the General Association may become a member of this Department on payment of the annual fee.

Article III.—The annual fee for membership in this Department shall be twenty-five cents.

Article IV.—The officers of this Department shall be a President, Vice-President, Secretary, Treasurer, and one Director, who shall be elected annually.

Article V.—There shall be a Committee of Management consisting of the officers of the Department and three members who shall be elected annually.

Article VI.—On the second day of the annual meeting, immediately after assembling in the afternoon, the officers shall be nominated in open convention and elected by ballot, a majority of the votes cast being necessary for a choice.

Article VII.—Two auditors shall be elected at each annual meeting for the purpose of auditing the accounts. These auditors shall hold no other office in the Department during their term of office.

Article VIII—The duties of the officers shall be similar to those of the officers of the General Association.

Article IX.—The duties of the Committee of Management shall be to consider all notices of motion and other matters submitted to it by the Department, and to report on the same.

Article X.—Notices of motion shall be given in writing to the Secretary of all questions proposed for debate.

Article XI.—The rules of order for the General Association shall govern this Department.

Article XII.—These by-laws may be amended by a two-thirds vote of the members present and voting, provided notice of the proposed amendment be given at a previous session.

Resolved—That the Education Department be requested to fix the History limit for the Entrance Examination as follows: English History, beginning with Henry VII.; Canadian History as at present.

Report on Superannuation.

In the opinion of the Public School Department of the Ontario Educational Association, the Education Department should be requested to amend the methods of administering the Superannuation Fund, so as to secure the following:

1. That while protecting the Fund from fraud, the self-respect of the participants be interfered with as little as possible.
2. That teachers who are admitted as participants in the Fund should thereafter be exempt from further contributions to the Fund.
3. That all participants in the Fund should be placed on the same footing as to the amount paid for each year of service.

INSPECTORS' DEPARTMENT.

Resolved—That the adoption of any such sweeping changes in the Model School system as are recommended by the Trustees' Department would be prejudicial to the educational interests of the country.

Resolved—That all candidates for entrance to the Model School should be required to take the Science option.

Resolved—That the County Board and the Principal of the Model School should examine candidates for the Model School in reading, spelling, penmanship and mental arithmetic at the beginning of the term.

Resolved—That the Minister of Education be requested to devise some better scheme than the present for examining in reading, drawing and book-keeping.

Report *re* High School Entrance and Public School Leaving.

1. That it is not in the interest of education to raise the standard of the High School Entrance to that prescribed for the Public School Leaving.
2. That both these examinations should be retained.
3. That Euclid and Algebra be added to the subjects required at the Public School Leaving.
4. That complete selections, instead of extracts, be assigned in literature for the Public School Leaving, and the amount materially reduced.

The report was adopted after the fifth clause had been struck out.

Resolved—That pupils of rural schools should be eligible as candidates at the Public School Leaving without previously passing the High School Entrance, provided their application be sanctioned by their teacher and inspector.

KINDERGARTEN DEPARTMENT.

Resolved—That a Reading Circle be formed.

Name of Institute.	Total Number of Members.	Government Grants.	Municipal Grants.	Members Fees.	Balances and Other Sources.	Total Receipts.	Printing and Postage.	Libraries, Educational Journals, etc.	Miscellaneous.	Total Expenditure.	Balances.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Brant	132	25 00	25 00	.....	139 71	189 71	.....	5 50	31 90	37 40	152 31
Bruce, East	116	25 00	26 00	.....	101 62	151 62	4 24	26 25	38 70	69 19	82 43
Bruce, West	44	25 00	25 00	11 50	58 18	119 68	9 18	30 63	72 23	112 04	7 64
Carleton	135	25 00	.....	.....	25 78	50 78	3 84	11 00	16 90	31 74	19 04
Dufferin	108	25 00	25 00	13 75	.....	63 75	7 50	55 25	1 00	63 75	.....
Dundas	55	25 00	25 00	20 00	62 05	132 05	21 89	33 75	32 72	88 36	43 69
Durham	100	25 00	25 00	.....	156 30	206 30	17 91	.....	67 50	85 41	120 89
Elgin	190	25 00	25 00	.....	189 89	239 89	18 14	71 25	52 75	142 14	97 75
Essex, North, (No. 1)	120	25 00	50 00	.....	85 66	160 66	14 50	.....	79 00	93 50	67 16
Essex, South, (No. 2)	88	25 00	50 00	.....	101 88	176 88	52 00	.....	44 37	96 37	80 51
Frontenac	153	25 00	25 00	.....	77 72	127 72	39	7 50	65 70	73 59	54 13
Glengarry	90	25 00	25 00	.....	39 02	89 02	5 30	14 10	1 23	20 63	68 39
Grenville	90	25 00	25 00	.....	59 85	109 85	2 75	32 10	15 00	49 85	60 00
Grey, East (N)	86	25 00	25 00	10 25	99 24	159 49	7 91	.....	34 90	42 81	116 68
Grey, West (S)	46	25 00	25 00	16 00	58 30	124 30	5 50	51 50	38 00	95 00	29 30
Grey, South	112	25 00	25 00	11 25	148 35	209 60	18 79	.....	74 10	92 89	116 71
Haldimand	110	25 00	25 00	.....	249 87	299 87	5 48	3 50	1 65	10 63	289 24
Haliburton	57	25 00	25 00	.....	43 44	93 44	4 00	13 07	29 35	46 42	47 02
Halton	89	25 00	50 00	14 25	34 42	123 67	5 78	.....	23 30	29 08	94 59
Hastings, North	84	25 00	25 00	13 25	128 79	192 04	92 02	.....	38 00	130 02	62 02
Hastings, South	123	25 00	25 00	....	183 93	233 93	15 50	.....	59 00	74 50	159 43
Huron, East (N)	27	25 00	25 00	6 75	98 43	155 18	6 60	.....	32 60	39 20	115 98
Huron, West (S)	127	25 00	25 00	6 50	112 64	169 14	4 50	28 45	27 30	60 25	108 89
Kent, East	85	25 00	25 00	34 00	165 24	249 24	.....	.....	142 73	142 73	106 51
Kent, West	117	25 00	25 00	17 00	40 54	107 54	8 02	8 50	36 25	52 77	54 77
Lambton, East, (No. 1)	96	25 00	25 00	44 50	76 77	171 27	36 50	2 82	64 97	104 29	66 98
Lambton, West, (No. 2)	135	25 00	25 00	.....	10	50 10	2 41	17 95	24 83	45 19	4 91
Leeds, East	122	25 00	25 00	137 36	21 00	208 36	.....	26 25	45 38	72 63	135 73
Leeds, West	105	100 00	100 00	.....	137 24	337 24	.....	233 48	55 38	288 86	48 38
Lanark	163	25 00	25 00	.....	231 80	281 80	9 75	53 75	72 80	136 30	145 50

Lennox and Addington	120	25 00	25 00	.....	24 33	74 33	8 25	26 50	36 75	71 50	2 83
Lincoln	110	25 00	25 00	.....	187 32	237 32	15 45	.....	88 80	104 25	133 07
Middlesex, East	120	25 00	130 00	27 50	77 36	259 86	31 10	51 62	159 59	242 31	17 55
Middlesex, West	115	25 00	300 00	28 00	158 33	511 33	55 60	.....	350 25	405 85	105 48
Norfolk	130	25 00	25 00	.....	14 18	64 18	30 68	.....	1 00	31 68	32 50
Northumberland	72	25 00	25 00	26 75	167 01	243 76	8 65	32 00	21 95	62 60	181 16
Ontario	150	25 00	25 00	.....	118 05	168 05	11 55	.....	31 25	42 80	125 25
Oxford	45	25 00	25 00	.....	79 34	129 34	12 98	.....	40 75	53 73	75 61
Peel	80	25 00	25 00	10 00	89 91	149 91	14 00	.....	13 30	27 30	122 61
Perth	183	25 00	25 00	.....	10 35	60 35	7 99	.....	18 00	25 99	34 36
Peterborough	140	.....	.....	5 50	25 00	30 50	2 65	.....	8 15	10 80	19 70
Prescott and Russell	140	25 00	25 00	28 90	58 73	137 63	22 74	36 96	18 35	78 05	59 58
Prince Edward	90	25 00	25 00	.....	184 51	234 51	5 85	2 90	44 50	53 25	181 26
Renfrew	115	25 00	.....	.....	135 38	160 38	3 00	8 00	103 57	114 57	45 81
Simcoe, North	77	25 00	75 00	28 25	32 31	160 56	66 00	.....	44 40	110 40	50 16
Simcoe, South	58	25 00	25 00	14 50	69 86	134 36	4 50	63 13	20 25	87 88	46 48
Simcoe, East and Muskoka West	75	25 00	25 00	.....	70 78	120 78	7 24	4 75	41 58	53 57	67 21
Stormont	40	25 00	25 00	.....	129 73	179 73	4 25	.....	131 15	135 40	44 33
Victoria, East	65	25 00	25 00	4 75	216 90	271 65	35 59	.....	35 00	70 59	201 06
Victoria, West	75	25 00	25 00	.....	273 52	32[illegible] 52	16 00	174 33	91 10	281 43	42 09
Waterloo	147	25 00	25 00	64 50	153 30	267 80	35 24	.....	116 95	152 19	115 61
Welland	120	25 00	25 00	.....	139 37	189 37	10 65	.....	77 40	88 05	101 32
Wellington, North	110	25 00	25 00	9 25	30 57	89 82	7 00	43 82	11 75	62 57	27 25
Wellington, South	122	25 00	25 00	.....	177 96	227 96	20 66	.....	83 27	103 93	124 03
Wentworth	100	25 00	25 00	26 50	46 72	123 22	14 86	1 60	38 50	54 96	68 26
York, North	56	25 00	25 00	28 00	141 07	219 07	11 79	95 84	25 65	133 28	85 79
York, South	125	25 00	25 00	44 75	186 10	280 85	20 50	36 88	87 45	144 83	1 6 02
District Algoma, No. 1 (N S.)	23	50 00	.....	.....	17 25	67 25	.....	29 55	6 70	36 25	31 00
District Algoma, No. 2	30	.....	.....	.....	40 00	40 00	78	7 12	6 60	14 50	25 50
District, Muskoka East	75	25 00	.....	.....	29 50	54 50	2 50	.....	6 50	9 00	45 50
District, Parry Sound East	131	25 00	.....	6 25	20 39	51 64	6 71	.....	20 50	27 21	24 43
District, Parry Sound West	39	25 00	.....	3 75	19 22	47 97	5 22	6 28	27 50	39 00	8 97
Hamilton	163	25 00	25 00	.....	93 13	143 13	3 40	42 18	51 35	96 93	46 20
Kingston	60	25 00	25 00	.....	28 01	78 01	.....	44 50	16 00	60 50	17 51
London	87	25 00	50 00	16 75	305 80	397 55	25 97	12 00	97 65	135 62	261 93
Ottawa	90	25 00	25 00	.....	93 05	143 05	16 75	.....	7 30	24 05	119 00
St. Catharines	25	25 00	25 00	4 50	97 04	151 54	1 00	25 85	9 90	36 75	114 79
Toronto	542	25 00	25 00	78 00	90 48	218 48	15 00	.....	40 00	55 00	163 48
Ontario Teachers' Association	992	200 00	.....	63 00	353 16	616 16	215 40	.....	145 95	361 35	254 81
Total, 1892	8142	1950 00	2105 00	875 76	7112 78	12043 54	1158 90	1472 41	3496 15	6127 46	5916 08
Total, 1891	7761	1914 80	1900 00	935 53	6831 45	11581 78	1178 24	1342 28	3204 95	5725 47	5856 31
Increase	381	35 20	205 00	.....	281 33	461 76	.....	130 13	291 20	401 99	59 77
Decrease	.....	.....	.....	59 77	.....	.....	19 34	.....	.....	.....	.....

APPENDIX F.—*DEPARTMENTAL EXAMINATIONS.*

Admission of Candidates to Collegiate Institutes and High Schools.

Name of School.	July, 1893.		Name of School.	July, 1893.	
	Examined.	Passed.		Examined.	Passed.
Alexandria	84	29	Niagara	22	19
Almonte	75	51	Niagara Falls	42	35
Arnprior	75	40	Niagara Falls South	50	35
Arthur	32	22	Norwood	90	44
Athens	83	25	Oakville	50	32
Aurora	68	18	Omemee	27	15
Aylmer, C. I.	104	69	Orangeville	77	62
Barrie, C. I.	114	74	Orillia	102	47
Beamsville	26	20	Oshawa	65	48
Belleville	190	116	Ottawa, C. I.	287	174
Berlin	128	80	Owen Sound, C. I	173	77
Bowmanville	82	45	Paris	57	31
Bradford	67	30	Parkhill	88	40
Brampton	115	56	Pembroke	101	45
Brantford, C. I.	182	117	Perth, C. I.	95	59
Brighton	36	24	Peterborough, C. I.	152	94
Brockville, C. I.	146	65	Petrolea	102	69
Caledonia	53	32	Picton	137	59
Campbellford	63	47	Port Arthur	47	22
Carleton Place	48	31	Port Dover	39	29
Cayuga	37	28	Port Elgin	69	49
Chatham, C. I.	156	85	Port Hope	75	45
Clinton, C. I.	106	60	Port Perry	77	42
Cobourg, C. I	82	47	Port Rowan	54	20
Colborne	56	29	Prescott	74	44
Collingwood, C. I.	61	29	Renfrew	90	51
Cornwall	118	55	Richmond Hill	58	22
Deseronto	52	15	Ridgetown, C. I.	126	43
Dundas	57	26	Sarnia, C. I.	189	89
Dunnville	54	37	Sault Ste. Marie	24	14
Dutton	92	49	Seaforth, C. I	96	43
Elora	26	13	Simcoe	106	58
Essex	55	22	Smith's Falls	50	30
Fergus	79	51	Smithville	39	25
Forest	77	40	Stirling	63	26
Galt, C. I	158	80	Stratford, C. I.	160	88
Gananoque	68	41	Strathroy, C. I.	176	99
Georgetown	61	44	Streetsville	45	20
Glencoe	62	22	St. Catharines, C. I.	113	73
Goderich, C. I.	102	60	St. Mary's, C. I.	89	63
Gravenhurst	40	18	St. Thomas, C. I.	138	86
Grimsby	27	16	Sydenham	86	43
Guelph, C. I.	163	104	Thorold	63	36
Hagersville	59	35	Tilsonburg	76	26
Hamilton, C. I.	441	221	Toronto, C.I. (Harbord St.)	194	115
Harriston	81	49	" " (Jameson Av.)	200	108
Hawkesbury	38	21	" " (Jarvis St.)	243	175
Ingersoll, C. I.	80	56	Toronto Junction	88	37
Iroquois	70	28	Trenton	48	35
Kemptville	61	30	Uxbridge	87	32
Kincardine	86	56	Vankleek Hill	66	23
Kingston, C. I.	161	113	Vienna	26	12
Lindsay, C. I.	112	54	Walkerton	69	37
Listowel	76	51	Wardsville	34	18
London, C. I.	374	256	Waterdown	55	26
Lucan	125	65	Waterford	72	41
Madoc	57	16	Watford	131	67
Markham	144	57	Welland	82	51
Mitchell	86	45	Weston	59	31
Morrisburg, C. I.	104	24	Whitby, C. I.	86	49
Mount Forest	82	48	Wiarton	71	57
Napanee C. I.	118	57	Williamstown	76	22
Newburgh	72	20	Windsor	102	56
Newcastle	41	24	Woodstock, C. I.	198	121
Newmarket	81	46			

APPENDIX F.

ADMISSION of Candidates to Collegiate Institutes and High Schools.

Other Places.	July, 1893.	
	Examined.	Passed.
Aberfoyle	13	6
Allandale	25	19
Alliston	36	23
Alvinston	28	15
Ameliasburg	61	22
Amherstburg	25	9
Ancaster	34	13
Angus	24	11
Avonmore	75	11
Ayr	29	6
Bancroft	9	3
Bath	35	11
Belle River	25	10
Beaverton	30	15
Beeton	24	11
Belmont	20	7
Binbrook	19	8
Blackstock	21	6
Blenheim	80	39
Bobcaygeon	13	7
Bolton	42	16
Bracebridge	22	9
Brussels	62	37
Burk's Falls	18	4
Cannington	45	25
Cardinal	17	2
Charleston	26	5
Chesley	41	23
Clifford	21	15
Comber	11	4
Cookstown	35	18
Creemore	45	33
Crosshill	22	13
Delhi	49	28
Drayton	55	28
Dresden	61	32
Dundalk	33	15
Dungannon	36	21
Durham	65	39
Eganville	41	28
Elmira	13	8
Elmvale	38	13
Erin	51	32
Exeter	60	33
Fenelon Falls	52	32
Fingal	71	19
Flesherton	40	18
Florence	33	21
Gore Bay	17	8
Grand Valley	19	18
Hanover	24	18
Harrow	25	4
Huntsville	12	4
Jarvis	26	18
Kimberley	14	7
Kingsville	24	17
Kirkfield	42	14
Lakefield	39	21
Lanark	43	27
Leamington	36	15
London East	215	90
Lucknow	33	17
Manitowaning	22	13
Markdale	23	9
Marshville	21	9
Mattawa	19	9
Meaford	55	27
Merlin	20	15
Merrickville	35	7
Midland	13	9
Milibrook	86	41
Milton	111	68
Milverton	15	8
Mount Hope	26	6
Newboro'	60	36
New Hamburg	36	22
New Stadt	6	2
North Bay	32	14
Norwich	70	36
Oakwood	37	10
Oil Springs	48	16
Paisley	49	18
Pakenham	28	12
Palmerston	30	12
Parry Sound	24	12
Pelham, S. S. No. 2	49	29
Penetanguishene	35	29
Plantagenet	35	20
Port Stanley	29	14
Raleigh, S. S. No. 10	10	8
Rat Portage	13	10
Richmond	55	34
Ridgeway	30	24
Rockton	33	15
Rodney	18	4
Rosemont	31	18
Schreiber	2	1
Selkirk	19	3
Shelburne	32	29
Sparta	21	10
Stayner	39	23
Stoney Creek	29	13
Strabane	25	16
Sudbury	4	1
Sutton West	34	10
Tara	36	20
Tecumseth	8	5
Teeswater	33	24
Thamesville	49	21
Thessalon	18	13
Thornbury	46	23
Tilbury Centre	29	16
Tiverton	34	15
Tottenham	34	15
Tweed	33	19
Wallaceburg	57	30
Warkworth	42	25
Waubaushene	27	18
Westport	17	6
West Winchester	130	53
Wingham	77	37
Wooler	20	5
Wroxeter	39	25
Zurich	27	16
Summary.		
Collegiate Institutes	5399	3071
High Schools	6636	3543
Other places	4465	2209
Grand total	16,500	8,823
Comparison with July, 1892,		
Increase	91	396
Decrease		

APPENDIX G.—*CERTIFICATES.*

(Continued from the Report of 1892.)

1 Names of Persons who have Received Inspectors' Certificates.

Armstrong, George H.	Gilfillan, James.	Sheppard, Frederick William.
Brethour, John H., B.A.	Meyer, James Elmer.	Walker, Duncan, B.A.
Brough, Thomas Allardyce.	Smith, James H., M.A.	

2. Names of Persons who have Received High School Principals' Certificates.

Anderson, George R., B.A.	Maclean, Godwin Valentyne, B.A.	Norris, James, M.A.
Bald, William Francis, B.A.	Morgan, Sydney A., B.A.	Packham, James H.
Brough, Thomas Allardyce, B.A.	Messmore, Franklin, B.A.	Rutherford, Walter Richard, B.A.
Fasken, George Robert, B.A.	Mitchell, George Winter, B.A.	Smith, James H., M.A.
Gill, James, B.A.	Mowat, Alexander, B.A.	Stafford, Joseph, B.A.
Jenkins, William H., B.A.	Massey, Arthur, B.A.	

3 Names of Those who have Qualified as High School Assistants.

Arthur, Clayton Authen, M.A.	Gavenlack, William M.	Pope, Frederick John, M.A.
Annis, Mary, B.A.	Green, Laura L.	Payne, John Charles, B.A.
Bell, Frederick Henry, B.A.	Garratt, Minnie.	Platt, Claribel, B.A.
Ball, Kathleen Hester.	Hogg, John L.	Race, Wilfred B.
Baker, Herbert William.	Howard, John Franklin, B.A.	Ross, Charlotte, B.A.
Cornyn, John H.	Hume, Wallace C., B.A.	Shipley, Frederick Wm., B.A.
Cameron, John Shaw.	Hillock, Julia Sim, B.A.	Skeele, James E., B.A.
Doxsee, W. Morley, B.A.	Hoggan, Ada E. R.	Stanley, Thomas Edwin, B.A.
Errett, Charles Francis.	Lingwood, Frederick H.	Thomson, David, B.A.
Fletcher, William Hugh.	Matheson, John.	Tucker, George Laurence, B.A.
Gundry, Arthur P.	Newman, George Edmund, B.A.	Vooden, Arthur C.

4. Number of Public School Teachers' Certificates.

Third, Second and First Class.	Male.	Female.	Total.
Third Class, as per County Model School Report, p. 109	581	875	1456
Second Class :			
From Ottawa Normal School	51	125	176
From Toronto Normal School	50	180	230
First Class	27	5	32
Total	709	1185	1894

District Certificates.

County or District.	Number of Candidates.	Number who obtained Certificates.
Algoma	37	18
Frontenac	24	17
Haliburton	27	12
Parry Sound	62	40
Prescott and Russell	77	49
Renfrew	72	31

6 —List of Provincial Certificates Granted by the Education Department.

Name.	Grade.		Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Aiken, Melinda Elizabeth	1		Cunningham, John Wilson		1
Armour, Amy A	1		Campbell, Mary Catharine		1
Abraham, Florence Maud		1	*Carlyle, Lily		1
Albery, Annie		1	Clarke, Margaret E.		1
Arthur, Jessie Dickie		1	Clarkson, Lena		1
Adolph, Carrie		1	Collver, Maude Lavina		1
Alford, Mary Eliza		1	Curry, Almeada		1
Allan, Lallie		1	*Currie, Peter W		1
Aylesworth, Francis Wellington		1	Creighton, Annie		1
Aylesworth, Frederick Lewis		1	Carmichael, John Fadyen		1
Abbott, A		1	Connelly, John Alphonse		1
Anderson, Henry Nichol		1	Cameron, Christine		1
Armstrong, Thomas		1	†Carscallen, Jennie Adelle		1
Allen, Edith Ella		1	Caverhill, Anne Eliza		1
Armstrong, Minnie		1	Christie, Nellie		1
*Attwood, Elena		1	Code, Charlotte		1
			Connolly, Mary		1
Blackwell, George F	1		Cunningham, John David		1
Black, James Spurgeon	1		Cairns, Clara		1
Brown, Robert James	1		Cheney, Alice		1
Brown, Percy Wm	1		Crews, Gertie		1
Bell, Joseph Nelson		1	Chalk, Walter		1
Beatty, Alice		1	Chalmers, Andrew B		1
Best, Tillie		1	Coleridge, James		1
Bethune, Jessie		1	Campbell, Mary A		1
Blair, Mary Susan		1	Campbell, Joan		1
Bowyer, Elizabeth		1	Carscadden, Theresa Violet		1
Bull, Mary Ellen		1	Charlesworth, Mary		1
Barry, Mrs. Katie Elizabeth		1	*Claxton, Nettie Cornitha		1
Bouck, Clarence David		1	Cowan, Georgie Inglis		1
Baker, Laura		1	Craigie, Mary		1
Bayne, Katharine Florence		1			
Bennett, Henrietta Frances		1	Dawson, Johnson		1
*Black, Maribel		1	*Dunsmore, John McArthur		1
Black, Thomasina		1	Delmage, Clara Beatrice		1
Brightwell, Mahala		1	Dowling, Jennie		1
Ball, Florence Edyth		1	Driffill, Jessie		1
Ballah, Sarah		1	*Doane, James Hartley		1
Banwell, Figis Susan		1	Dodds, James T		1
Barber, Hattie Laura		1	Davies, Sarah Jane		1
Bastedo, Anna		1	Delamere, Lillian		1
Baxter, Charlotte Fletcher		1	Donald, Louisa		1
Barclay, Bertha Adella		1	*Doak, Jennie		1
Barnum, Annie		1	Dudley, Edith Mary		1
Beattie, Mary		1	Duncan, Fannie Bell		1
Black, Jane		1	Deane, Mary E		1
Boddy, Emily		1	Dean, George Herbert		1
Brunt, Annie		1	Donald, Marcus Munroe		1
Bell, John M		1	Downing, John Henry		1
Bloomfield, George		1			
Beatty, Robert James		1			
Binnie, Elith		1	Edmiston, James A	1	
Birkenthill, Lily Bell		1	Emerick, Ida Jean	1	
Bornholdt, Anne Cecil		1	Elliott, Edmund		1
Borron, Claire		1	Evans, Josiah James		1
Brennan, Agnes		1	Evans, William A	1	
Brown, Minnie Jane		1	Ector, Mary Ann		1
			English, James		1
Colquhoun, Isabel W		1	Elliott, Minnie Helen		1
Clapp, Charles R	1		English, Edyth Maude		1
Climmie, Jessie	1		English, John Wesley		1
Cummings, Elizabeth J	1		*Ellis, Anna		1
†Campbell, Neil		1	Ellis, Mima Alexandrina		1

* Honors. † Honors and Medallist.

6.—List of Provincial Certificates.

Name.	Grade.	
	First Class.	Second Class.
Ferguson, John Calvin		1
File, Arthur		1
Forsyth, Thomas Neilans		1
Foster, Robert Franklin		1
Fallis, Lottie		1
Fell, Isabella		1
*Finney, Hattie		1
Fulmer, Maud Victoria		1
Fyfe, Annie		1
Findlay, Helen Anderson		1
Froats, James		1
Fanning, Della Maud		
*Ferguson, Elizabeth		
Forgie, Jennie		
Farquharson, Cassie		1
Foster, Wm. Edwin		1
Gilfillan, James	1	
Grant, William Henry		1
Game, Minnie		1
Gilmer, Ellen		1
Govenlock, Jeannie		1
Gunn, Georgina		1
*Glaspill, Hugh Allan		1
Gardiner, Sara		1
Garland, Elinor Louise		1
Geary, Minnie		1
Graham, Bertha Cora		1
Graham, Mary Olive		1
Grant, Jennie		1
Graham, Wilhilmina N		1
Grey, Nettie		1
Hamilton, William J	1	
Haggarth, William E		1
Hall, Margaret		1
Handy, Ethel		1
Harrison, Etta		1
Hetherington, Isabel		1
Harris, Lucy		
Hendershot, Charles Emerson		
*Henderson, Francis Dillon		
Hughes, George Edgar		
Hamilton, Margaret		
Hayes, Kate		
Hemphill, Mary		
Heveron, Margaret		
Hartney, Mabel		
Halls, Eden Elizabeth		1
Harmer, Mary		1
Hope, Margaret Helen		1
*†Hutton, Ada Mary		1
Hughes, Thomas J		1
Hawkin, Emily		1
Hayhurst, Eleanor Jane		1
Hillman, Ida		1
*†Howie, Christina MacGregor		1
Hooper, William Henry		1
Ireland, Lizzie McLeod		1
Johnston, Frederick James	1	
Jameson, Mary		1
*Judge, Ella		1
Judge, Rose		1
Johnstone, Mary Cameron		1
Johnston, Mary Allie		1
James, Marietta		1
Jordan, Jennie		1
Kennedy, George E	1	
Kerr, William Archibald		1
Kelso, Isabella		1
Kennedy, Annie Laing		1
King, Lillian Gertrude		1
Kavanagh, Letitia		1
Kinlock, Janet		1
*Kirkpatrick, Mary Anne		1
Kingston, Sarah Jane		1
Knott, Emily Alice		1
Kennedy, Loftus		1
Kelly, Charles Edmund		1
Kerr, Mary		1
Loftus Edwin	1	
Lade, William		1
Lalor, Rebie Allie		1
Little, Margaret		1
*Lochhead, Annie Cameron		1
Lochead, Mergant Victoria		1
Lochhead, Clare		1
Lucas, Almey Gertrude		1
Langford, Albert James		1
Langs, Major Henry		1
Larmer, Elizabeth Effaline		1
*Lillie, Ada		
Lowry, Reba		
Lochhead, Lachlan T	1	
Lamond, Minnie Ann		1
Lee, Sadie		1
Lendon, Nettie Elizabeth		1
Lenz, Kate		1
Lloyd, Luella		1
Luton, Emily		1
Langdon, Kenneth		1
Leigh, Sidney		1
Logan, Harris W		1
*Langford, Fanny Maria		1
Long, Clarence		1
Mainland, Annie		1
Martin, Annie		1
Meikle, Bessie		1
Melville, Margaret		1
Millar, Margaret		1
Morrison, Mary Jane		1
Manning, Matilda Jane		1
Mells, Jno. D		1
Mills, Thomas Albert		1
Mitts, Joseph Garrison		1
Munro, Alexander Mortimer		1
Myers, James Arthur		1
Mackie, Catharine Margaret		1
Morris, Anna		1
Mugan, Margaret		1

* Honors.

6.—List of Provincial Certificates.

Name.	Grade.	
	First Class.	Second Class.
Morgan, Sydney A	1	
Martinson, John Fenton		1
Millar, Fannie		1
Minchin, Mary		1
Milliken, John B		1
Murray, David		1
Main, Violet		1
Maitland, Eleanor		1
Martin, Mrs. Emily		1
Martin, Lizzie		1
Murray, Jessie		1
Mitchell, Maggie Anderson		1
McKay, Ethel May		1
McKay, Mary		1
McCarty, Mary Ellan		1
McLennan, Mary		1
McColgan, Adam		1
McNamarra, James P		1
McClory, Annie		1
McCord, Matilda		1
McLachlan, Sarah		1
*McLean, James Theodore		1
McNally, Joseph Vincent		1
McKay, Thomas		1
McKay, James Donald	1	
McCready, Samuel B	1	
MacDonald, Mary		1
McCain, Minnie Charlotte		1
McCarthy, Margaretta		1
McCarty, Louise May		1
McCoy, Flora		1
McDairmid, Helen		1
McFarlane, Susie Stella		1
McMaster Elizabeth		1
McNaughton, Kate		1
McNally, Hattie		1
McNay, Liza		1
McPherson, Florence Rachel		1
McRae, Henrietta		1
*McCulloch, Joseph Malcolm		1
McCurdy, Richard Henry		1
McGibbon, George Cameron		1
McKibbon, Walter Raleigh		1
*MacDonald, Jennie		1
McEwen, Sarah Adeline		1
McFarlane, Isabella		1
McGill, Lillian Maud		1
*McGregor, Susie Magdalena		1
McKenzie, Isabel Jane		1
McLean, Mary		1
Nesbit, Alice M		1
Neibel, Lucinda		1
Nelson, Allan		1
Noble, Christopher		1
Norton, John		1
*Nelles, Harriet Maud		1
Nesbit, Jennie Kerr		1
Nicol, Wilhelmina Craigie		1
Norman, Lambert	1	
Norris, Susy		1
Northcott, Emma		1
Osborne, Ella		1
O'Connor, Kate		1
O'Hara, Berta		1
Orr, Katie		1
O'Connelly, Katie Maria		1
O'Leary, Louise		1
Ogle, Annie		1
Pettapiece, Wallace		1
*Penney, Lillie Emelia		1
Perrin, Lottie		1
Powell, Bertha Caroline		1
*Pyke, Minnie		1
Phinn, Luella		1
Perney, Frank Eugene	1	
Power, John Francis	1	
Pollock, Sara		1
Patterson, Alfred Henry		1
Parkin, Anna		1
Phillips, Thomas		1
Patterson, Sara Meikle		1
Peters, Annie		1
Phippen, Mabel		1
Quayle, Clara		1
Robertson, George	1	
Rymal, James Wm	1	
Roedding, Louis J		1
Reising, Henrietta Catharine		1
Robinson, Eliza		1
Ross, Alberta		1
Russell, Ida May		1
Ryan, Mary Lorina		1
Robinson, Edward Joseph		1
Rocke, Wm. Wallace		1
Rutherford, Neil		1
Regan, Ella		1
Robinson, Nellie Augusta		1
Ross, Bella		1
Ross, Janet Helen		1
Ross, Kate Elizabeth		1
Ryan, Jennie Louise		1
Reddie, Ella		1
Redman, Alice Lila		1
Reid, Fannie		1
Regan, Alice Mary		1
Roadhouse, Minnie		1
Rusk, Mary Adelaide		1
Russell, Aimee		1
Regan, Joanna		1
Regan, Josephine		1
Robertson, Jessie C		1
Robertson, Mary Edith		1
Ronald, Annie		1
Sheppard, Frederick Wm	1	
Schilz, Chas. Herbert		1
Shorey, Paschal Deroche		1
Stewart, John B		1
Stuart, Chas. Henry		1
Simpson, Margaret		1
*Sinclair, Allie Maude		1

* Honors.

6.—List of Provincial Certificates.

Name.	Grade. First Class.	Grade. Second Class.
Sinclair, Elizabeth		1
Smith, Mary Ida		1
Smith, Nell Crooks		1
Standish, Florence Mary		1
Starr, Hannah Jane		1
Starr, Elizabeth Viola		1
Sterrett, Margaret		1
Stonehouse, Elise LaFayette		1
Summers, Elizabeth		1
Sunter, Annie Oliphant		1
Smith, Netta		1
Slaughter, Joseph		1
Stewart, James Edward		1
Shain, Mabel		1
*Silverwood, Annie Ida		1
*Sinclair, Alice		1
Stewart, Alberta		1
Switzer, Ida Viola		1
Shain, Catharine		1
Sinclair, Wilhelmina		1
Smith, Innis John		1
Sheepy, Janet		1
Spittal, Jessie		1
Staples, Lucy Lilian		1
Skene, John Jessiman		1
Snell, Isaac		1
Softley, Harry		1
Spence, William David		1
Sharpe, Jennie		1
Smith, Elsie Augusta		1
Smith, Helen Douglas		1
Stiff, Louisa May		1
Sumner, Emma Bell		1
Sunter, Maggie		1
*Sutherland, Grace H		1
Thorpe, Evangeline		1
Tupper, Masilla		1
Taylor, Florence		1
Thompson, Lillie		1
Tracy, Mrs. Margaret		1
Trench, Mary		1
Thomas, Emily Louisa		1
Thompson, Minnie		1
Underhill, James A	1	
Vooden, Arthur	1	
*Vining, Edith		1
Vandusen, Maude Evelyn		1
Walker, Thomas		1
Witty, Edward		1
Watson, Elizabeth		1
Webber, Millicent Louise		1
Weir, Maude Marion		1
White, Lucy		1
Wilkinson, Effie Amelia		1
Walker, Sarah		1
Wallace, Lucinda		1
White, William		1
Warde, Elizabeth		1
*Watson, Mary Volume		1
Wheeler, Alice		1
Wright, Cynthia		1
Weaver, Richard Leigh	1	
Wallace, Josie F		1
*Washington, Edith Eliza		1
White, Mary Burt		1
Wiggins, Edith		1
Wyatt, Florence Kate		1
*Ward, Robert Alex		1
Wilson Adam Clark		1
Wright, Thomas Arthur		1
Ward, Annie		1
Watts, Emma Florence		1
Watters, William		1
Webb, Charles Wesley		1
Welch, James Clement		1
Young, Thomas Albert		1

* Honors.

7. Kindergarten Certificates.

Directors—

Bingham, Florence.
Blandford, Winnifred.
Bowmam, Marie Louise
Bermack, Lizzie.
*Boake, Jessie Margaret
Boyd, Martha Victoria.
*Buttery, Gertrude Eva.
Coleman, Minnie.
*Cochrane, Elizabeth.
*Cameron, Sophy Ross.
Clark, Annie Ethel.
Clark, Laura Edna.
*Dent, Lillian Margaret.
Graydon, Ida Boyd.
*Gurney, Mabel Louise.
Henderson, Bella.
Hector, Melita Sutherl'd
Henderson, Christina.
Hetherington, Ella Mary
Howell, Ida Ford.
*Keays, Lillian.
Laidlaw, Janet.
Lyons, Maud.
*Mackenzie, Jean D.
Malcolmson, Alice M.
Milligan, Nellie.
*Millar, Edythe.
*Morrison, Jessie.
*Newman, Caroline S.
*O'Grady, Caroline G.
*Parsons, Bessie.
*Shepherd, Mrs. Ella.
*Slaght, Edith.
*Tyrrell, Charlotte.
Welch, Lillian Maud.
Woolley, Evelyn.
Yale, Annie Cecilia.

Assistants—

Alderson, M. E.
Barnett, Jennie King.
Barfoot, Minnie Violet.
*Birchall, Mary B.
Boyd, Alva.
*Chalk, Edith M.
Church, Nellie.
Convey, Alice T. M.
*Close, Ethel.
*Cady, Ellen.
Cannon, Mabel.
Cooper, Josephine.
*Crawford, Mary E.
Drayton, Lillie Violet.
Drake, Roy.
Glass, Margaret E.
Green, Edith A.
*Hughes, Anna C.
Holmes, Charlotte.
Henderson, Adah E.
Hicks, Louise E.
Laycock, Alice Isabella
Lundy, Budd.
Lundy, Catharine Sarah
*Minchin, Maud.
*McClement, Ethel.
McIntyre, Lila.
McLean, Annie C.
McComb, Ethel E.
Ollerhead, Mary Q.
*Panton, Kate.
Pettie, Esther.
Sutton, Bertha.
Saunders, Nettie.
Shopland, May.
Storey, Blanche.
Smith, Ida Maud.
*Stacking, Mary Lydia.
Saunders, Jennie.
Taylor, Gertrude.
Touell, Lizzie L.
Traill, Jessie T.
Taylor, Florence.
Wilcox, Edith.
Williams, Anna.
Wereley, Winnifred M
Williams, Grace E.
*Winter, Emma Rosabel

*Honors.

8. Temporary and Extended Certificates issued during 1893.

Counties.	Temporary Certificates authorized by the Minister of Education during the year 1893.	Third Class Certificates extended by the Minister of Education during the year 1893.
Brant		2
Bruce	1	
Durham		1
Dundas		
Elgin		
Essex	16	7
Frontenac		
Glengarry	1	1
Grey		4
Haliburton	5	2
Hastings		1
Huron		
Kent	3	2
Lambton	2	
Lanark		
Leeds and Grenville	6	4
Lincoln		3
Middlesex	2	
Norfolk	4	6
Northumberland	4	4
Perth		
Prescott and Russell	1	
Prince Edward		
Renfrew	4	
Simcoe	4	7
Stormont		1
Victoria	2	
Waterloo	1	
Welland		7
Wentworth		
Wellington		1
York		3
District of Algoma		1
District of Parry Sound		
Eastern Ontario, R.C.S.S.		2
Western Ontario, R.C.S.S	6	1
Total, 1893	61	59
Total, 1892	45	81
Decrease		22
Increase	16	

Of those receiving Temporary Certificates in 1893, 33 had previous experience in teaching.

Of the 59 teachers whose Third Class Certificates were extended, 1 had obtained Second Class non-professional standing. The periods of previous services were :—

Three years and under	21
Four to six years	21
Seven years and over	17

APPENDIX H.—*SUPERANNUATED TEACHERS' FUND, 1893.*

(Continued from Report of 1892).

(1) *Allowances granted during 1892.*

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation Allowance.
				$ c.
927	Wm. Carroll	60	37	259 00
928	Jacob Hipple	60	35	241 50
929	Robert Willis	62	29	203 00
930	W. J. Black	61	38½	231 00
931	Anthony Ouellette	54	20	120 00
932	John Collin	41	17½	120 00
933	Dorcas D. Robertson	57	25½	179 00
934	Wm. Tovell	46	20½	143 50
935	Alex. Todd	52	22	154 00
936	Andrew Quinn	58	25	160 50
937	W. A. Whitney	59	37	256 00
938	Louis Von Neubron	58	14	84 00
939	Kenward Mark	59	35	238 00
940	Wm. Gray	55	36	216 00
941	Mary Atkinson	59	31	208 00
942	John Graham	58	36	216 00
943	Robert Grandy	39	17	119 00
944	Cornelius F. Sullivan	61½	10	70 00
945	Emma Lilly	65	23	161 00
946	G. F. B. Payne	57	26	174 00
947	A. A. Gould	51	31	210 00

(2) *Summary for Years 1880 to 1893.*

Year.	No. of Teachers on List.	Expenditure for the year.	Gross contributions to the Fund.	Amount refunded to Teachers.
		$ c.	$ c	$ c.
1880	391	48229 13	15816 45	3252 92
1881	399	49129 83	14197 75	2872 13
1882	422	51000 00	13501 08	3660 10
1883	422	51500 00	12515 50	3763 01
1884	443	54233 93	15802 50	4037 59
1885	423	55003 09	11525 50	10593 30
1886	440	58791 37	18095 29	6046 05
1887	454	58295 33	1489 90	3815 80
1888	472	58290 00	1700 25	3588 97
1889	457	60365 00	1490 77	1998 44
1890	463	62104 63	1191 65	1992 78
1891	456	61080 40	1584 74	1067 37
1892	456	63750 60	1313 15	786 86
1893	459	63684 73	1342 34	720 58

17 Teachers withdrew their Subscriptions from the Fund during 1893.

APPENDIX I.—*INSPECTION OF SCHOOLS, 1893.*

1. Public School Inspection.

(1) *List of Inspectors.*

Name.	Jurisdiction.	Post Office.	*Salary.
			$ c.
M. J. Kelly, M.D., LL.B	Brant; City of Brantford, Town of Paris	Brantford	1026 00
W. S. Clendening	Bruce, East; Town of Walkerton, Villages of Chesley, Paisley, Tara, Wiarton	Walkerton	1300 00
Alexander Campbell	Bruce, West; Town of Kincardine, Villages of Lucknow, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine	1300 00
Archibald Smirle	Carleton; Villages of Ottawa East, Richmond	Ottawa	1615 00
Arthur Brown	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Morrisburg	1115 00
Nathaniel Gordon	Dufferin; Town of Orangeville, Village of Shelburne	Orangeville	1125 00
W. E. Tilley, M.A	Durham; Towns of Bowmanville, Port Hope, Villages of Millbrook, Newcastle	Bowmanville	1390 00
Welbern Atkin	Elgin; Town of Aylmer, Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas	1525 00
Theo. Girardot	Essex, No. 1; Town of Sandwich, Village of Belle River	Sandwich	1000 00
D. A. Maxwell, M.A., LL.B., Ph. D	Essex, No. 2; City of Windsor, Towns of Amherstburg, Essex, Leamington, Walkerville, Village of Kingsville	Amherstburg	1100 00
William Spankie, M.B	Frontenac; Villages of Garden Island, Portsmouth	Kingston	1470 00
Donald McDiarmid, M.D	Glengarry; Villages of Alexandria, Lancaster, Maxville	Maxville	975 00
Andrew Grier	Grey, East; Town of Thornbury	Thornbury	925 00
Thomas Gordon	Grey, West; Town of Owen Sound	Owen Sound	915 00
N. W. Campbell	Grey, South; Towns of Durham, Meaford, Villages of Dundalk, Markdale	Durham	1241 00
Clarke Moses	Haldimand; Villages of Caledonia, Cayuga, Dunnville, Hagersville	Caledonia	1120 00
C. D. Curry, B.A	Haliburton; Village of Minden	Minden	595 00
J. S. Deacon	Halton; Towns of Milton, Oakville, Villages of Acton, Burlington, Georgetown	Milton	1395 00
William Mackintosh	Hastings, North; Villages of Madoc, Stirling	Madoc	1193 00
John Johnson	Hastings, South; City of Belleville, Towns of Deseronto, Trenton, Village of Wallbridge	Belleville	1560 00
David Robb	Huron, North; Towns of Clinton, Seaforth, Wingham, Villages of Blyth, Brussels, Wroxeter	Clinton	1380 00
J. E. Tom	Huron, South; Town of Goderich, Villages of Bayfield, Exeter	Goderich	1328 00
Rev. W. H. G. Colles	Kent, East; Towns of Bothwell, Dresden, Ridgetown, Village of Thamesville	Chatham	1010 00
W. M. Nichols, B.A	Kent, West; Towns of Blenheim, Wallaceburg, Village of Tilbury Centre	Chatham	1000 00
C. A. Barnes	Lambton, No. 1; Villages of Alvinston, Arkona, Thedford, Watford, Wyoming	London	1200 00
Jno. Brebner	Lambton, No. 2; Towns of Petrolea, Sarnia, Villages of Oil Springs, Point Edward	Sarnia	1610 00
F. L. Michell, M.A	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls, Village of Lanark	Perth	1800 00
William Johnston, M.A	Leeds, No. 1; Town of Gananoque, Villages of Athens, Newboro'	Athens	1100 00
Robert Kinney, M.D	Leeds, No. 2; Town of Brockville	Brockville	1050 00
T. A. Craig	Leeds, No. 3, and Grenville; Town of Prescott, Villages of Cardinal, Kemptville, Merrickville	Kemptville	1000 00

* In some instances travelling expenses are included.

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			$ c.
Frederick Burrows	Lennox and Addington; Town of Napanee, Villages of Bath, Newburgh	Napanee	1365 00
J. B. Grey	Lincoln; City of St. Catharines, Town of Niagara, Villages of Beamsville, Grimsby, Merritton, Port Dalhousie	St. Catharines.	1215 00
John Dearness	Middlesex, East; Villages of London West, Lucan	London	1470 00
H. D. Johnson	Middlesex, West; Towns of Parkhill, Strathroy, Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	Strathroy	1250 00
J. J. Wadsworth, M.A., M.B.	Norfolk: Town of Simcoe, Villages of Port Dover, Port Rowan, Waterford	Simcoe	1440 00
Edward Scarlett	Northumberland; Town of Cobourg, Villages of Brighton, Campbellford, Colborne, Hastings	Cobourg	1440 00
James McBrien	Ontario; Towns of Uxbridge, Whitby, Villages of Beaverton, Cannington, Port Perry	Prince Albert	1720 00
William Carlyle	Oxford; Towns of Ingersoll, Tilsonburg, Woodstock, Villages of Embro, Norwich	Woodstock	1380 00
Allan Embury	Peel; Town of Brampton, Villages of Bolton, Streetsville	Brampton	1370 00
William Alexander	Perth; City of Stratford, Towns of Listowel, Mitchell, St. Mary's, Village of Milverton.	Stratford	1563 00
J. C. Brown	Peterborough; Villages of Apsley, Ashburnham, Lakefield, Norwood	Peterborough	1315 00
W. J. Summerby	Prescott and Russell; Villages of Casselman, Hawkesbury, L'Orignal, Rockland	Russell	1100 00
Odilon Dufort (Assistant)	Prescott and Russell; French Schools	Curran	800 00
G. D. Platt, B.A	Prince Edward; Town of Picton, Village of Wellington	Picton	990 00
R. G. Scott, B.A	Renfrew; Town of Pembroke, Villages of Arnprior, Eganville, Renfrew	Pembroke	2000 00
J. C. Morgan, M.A	Simcoe, North; Towns of Barrie, Midland. Penetanguishene	Barrie	1300 00
Rev. Thomas McKee	Simcoe, South; Towns of Alliston, Stayner, Villages of Allandale, Beeton, Bradford, Creemore, Tottenham	Barrie	1510 00
Isaac Day	Simcoe, East, and Muskoka; Towns of Gravenhurst, Orillia	Orillia	996 00
Alexander McNaughton	Stormont; Town of Cornwall	Cornwall	1013 00
J. H. Knight	Victoria, East; Town of Lindsay, Villages of Bobcaygeon, Omemee	Lindsay.	745 00
Henry Reazin	Victoria, West; Town of Bracebridge, Villages of Fenelon Falls, Huntsville, Woodville	Linden Valley.	1579 00
Thomas Pearce	Waterloo; Towns of Berlin, Galt, Villages of Ayr, Elmira, Hespeler, New Hamburg, Preston.	Berlin	1950 00
J. H. Ball, M.A	Welland; Town of Thorold, Villages of Chippawa, Fort Erie, Niagara Falls South, Port Colborne	Welland	1180 00
D. P. Clapp, B.A	Wellington, North; Towns of Harriston, Mount Forest, Palmerston, Villages of Arthur, Clifford, Drayton	Harriston	1100 00
J. J. Craig	Wellington, South; Villages of Elora, Erin, Fergus	Fergus	1100 00
J. H. Smith	Wentworth; Town of Dundas, Village of Waterdown	Hamilton.	1210 00
A. B. Davidson, B.A	York, North; Towns of Aurora, Newmarket, Villages of Holland Landing, Richm'd Hill, Sutton	Newmarket	1121 00
David Fotheringham	York, South; Towns of North Toronto, Toronto Junction, Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge	Toronto	1187 00
Donald McCaig	District of Algoma; Towns of Fort William, Gore Bay, Little Current, Rat Portage, Sault Ste. Marie, Thessalon, Villages of Day Mills, Keewatin	Collingwood	1500 00
Rev. George Grant, M.A	Districts of Nipissing and Parry Sound; Towns of Mattawa, North Bay, Parry Sound, Sudbury, Villages of Burk's Falls, Sundridge	Orillia	1500 00

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			$ c.
Wm. Tytler, B.A.	City of	Guelph	500 00
W. H. Ballard, M.A	"	Hamilton	1800 00
W. G. Kidd	"	Kingston	1300 00
W. J. Carson	"	London	1100 00
John C. Glashan	"	Ottawa	1800 00
John McLean	"	St. Thomas	225 00
James L. Hughes.	"	Toronto	3000 00
W. F. Chapman	"	"	1500 00
Rev. A. McColl	Town of	Chatham	400 00
Donald McCaig	"	Collingwood	150 00
C. W. Chadwick	" Forest	Toronto	50 00
Rev. S. H. Eastman	"	Oshawa	84 00
J. W. Garvin, B.A.	"	Peterborough	1200 00
Rev. John Pringle, B.A.	"	Port Arthur	60 00
Thomas Hilliard	"	Waterloo	80 00
Hon. Richard Harcourt, M.A. M.P.P., Q.C	" Welland and Niagara Falls	Toronto	75 00

Separate School Inspectors.

James F. White, Toronto.
Cornelius Donovan, M.A., Hamilton.

County Model School Inspector.

John J. Tilley, Toronto.

High School Inspectors.

John E. Hodgson, M.A., Toronto.
John Seath, B.A., Toronto.

Principal, School of Pedagogy, and Inspector of Normal Schools.

James A. McLellan, LL.D., Toronto.

(2) *Extracts from Reports of Public School Inspectors.*

COUNTY OF BRANT.

Extract from Report of M. J. Kelly, Esq., M. D., Inspector.

This 19th century is fast waning to its ominous close. Political power is gradually slipping from the classes to the masses, without the convulsions that shook the world a hundred years ago. Events of great social significance are marching onward, and those who favor the old order of things, it would seem, must march with them or be trodden under foot.

> "Through the shadow of the globe we sweep into the younger day.
> Better fifty years of Europe than a cycle of Cathay."

And the last fifty years have been fruitful in inventions and discoveries, which have revolutionized nearly all industrial pursuits, substituting machines for men and women, so that even educational systems have become affected by the innovations.

It is now a frequent inquiry, of what practical value is this or that branch of knowledge? As if education had anything to do with the "Almighty Dollar." Those who talk thus have a false conception of the function of instruction—of the true business of education, which is the training—the symmetrical development, of all the powers and faculties of the mind and body, with a view to life and its requirements Not for professions of any kind are schools and colleges founded, or masters and professors engaged and paid. Knowledge is to be sought for herself alone, if her votaries ever come to love her, and

> "Who loves not knowledge? Who shall rail
> Against her beauty? May she mix
> With men, and prosper. Who shall fix
> Her pillars? Let her work prevail."
> * * * * *
> "Let knowledge grow from more to more,
> But more of *reverence* in us dwell,
> That mind and soul, according well,
> May make one music as before,
> But vaster."

We are indeed "the heirs of all ages," and show it by the free use we make of our inheritance. From Spencer, Milton, Dryden, down to Tennyson there is scarcely a writer of the first or second rank who has not drawn largely on the treasures of the past. Take from their writings what has been borrowed from the ancients or the "Middle Ages," and there is not much of prime value left. By the best scholars and foremost thinkers of the day the debt is freely acknowledged. Ralph Waldo Emerson, poet, philosopher, scholar, thinker, compressor of thought, thus discourses of one of these original sources of information:—"These sentences contain the culture of nations; these are the corner stone of schools; these are the fountain-head of literatures. A discipline it is in logic, arithmetic, taste, symmetry, poetry, language, rhetoric, ontology, morals or practical wisdom. There was never such range of speculation. Out of Plato come all things that are still written and debated among men of thought. Great havoc makes he among our originalities. We have reached the mountain from which all these drift boulders were detached. The bible of the learned for twenty-two hundred years, every brisk young man who says in succession fine things to each reluctant generation,—Boethius, Rabelais, Erasmus, Bruno, Locke, Rousseau, Alfieri, Coleridge,—is some reader of Plato, translating into the vernacular, wittily, his good things. Even the men of grander proportion suffer some deduction from the misfortune, shall I say, of coming after this exhausting generalizer. St. Augustine, Copernicus, Newton, Behmen, Swedenborg, Goethe, are likewise his debtors, and must say after him; for it is fair to credit the broadest generalizer with all the particulars deducible from his thesis."

Now, if this be true of the founder of the Athenian Academy, is a similar estimate not equally true of the poets, historians, orators, architects, sculptors of Greece? And yet there are some who prate of ours as the "Golden Age," and consider themselves primary luminaries thereof. This is perhaps a harmless delusion, shared in by the youngster that is "pleased with a rattle, tickled with a straw," but it is a delusion none the less.

And here it may be pertinently asked, what relation does the literary, the scientific output of a people bear to their schools, their colleges, their educational system? What, for instance, does Edison, Walt Whitman, Joaquin Miller, or our own Archibald Lampman, owe to such aids? Genius, "the heir of fame," scorns all hard and fast rules and regulations, cannot be moulded by any machine, however cunningly contrived. We in Ontario, are prone to boast, and not without a show of reason, of the excellence of our school system. Theoretically it is better than that of any of the neighboring states, and so far as the primary schools go, better than that of England, Ireland or Scotland. But it is not perfect. Those who say so, merely show how narrow their intellectual horizon is. Its cost, especially in the cities, is ever present with us, but its results have for the most part yet to declare themselves. In the rural schools, so far as this county is concerned, the details forwarded to the Department may serve to exhibit both.

School Accommodation, Additional.

Two new brick school houses were erected in Burford Township during 1892. One in S. S. No. 6, at Force's Corners, the other in S. S. No. 25, at Mount Zion. The estimated cost of the latter was $1500; that of the former something less. Neither house is exactly what it should be as to ventilation and convenience, when the requirements of the times are considered, but they are improvements on the structures they have supplanted. When the people of a section resolve to build a school house it is false economy to erect an inferior structure, of which comparisons will cause them to be ashamed in a few years. However, this is a free country and the will of the majority must prevail. Burford has now 11 brick school houses; Brantford 15, (2 were taken in by the city last year); South Dumfries 11, Oakland 2, Onondaga 4 The good people of S. S No 8, South Dumfries, (St. George), have selected the site for a new school house, which will be erected during the coming summer. The estimated cost is something over $8000. This will doubtless be the model school building of the county.

County Uniform Promotion Examinations.

These were held in December last, and were conducted by the teachers. In some cases trustees were present and assisted. This was of course the exception. The results seem to have been satisfactory, and a goodly number passed the examination. One copy of the tabulated results was sent to the inspector, and one kept on view in each school room.

School Libraries, etc.

The rural schools of few counties in Ontario are better supplied with libraries and books of reference than those of the county of Brant. Nearly all of them have been founded within the last 15 or 16 years. The following are the schools that have them: Burford, Nos. 8 (enlarged recently), 9, 15, 16, 18, 19, 20, 25; Brantford, Nos. 2, 3, 5, 7, 8, 9, 10, 12, 13, 16, 17, 18, 20, 22 mostly large ones; South Dumfries, No. 2, 3, 5, 6, 7, 10, 13, 27; Onondaga, except No. 6, remnants of old ones, Nos. 2, 3, 4, 6; Oakland, Nos. 1 and 4.

Departmental Examination Results.

At Brantford for High School Entrance Examination 172 wrote, 108 passed, 13 were recommended, and 51 rejected. The following schools sent up successful candidates: No. 10, South Dumfries, 2; No. 13, Brantford, 3; No. 8, Burford, 4; No. 22, Brantford, 1; No. 24, Burford, 2; No. 9, Burford, 1; No. 26, Burford, 1; No. 7, Brantford, 5; No. 16, Brantford, 3; No. 5, Onondaga, 4; No. 6, Onondaga, 2; No. 4, Onondaga,

2; No. 20, Burford, 1; No. 14, Burford, 2, No. 18, Brantford, 2; No. 8, Brantford, 2; No. 3, Burford, 1; No. 7; South Dumfries, 1; No. 8, South Dumfries, 5; No. 1, Oakland, 1; No. 2, Oakland, 1; No. 2, Brantford, 2; No. 12, Brantford, 1; No. 9, Brantford, 2; Mohawk Institute, 1; Brantford Separate School, 9. The balance were from the Central School (city). No. 5, Onondaga, passed 1 Public School L. Examination candidate; St. George, P. S., one third-class candidate, and No. 2, Brantford, sent up 3 third-class candidates. In Paris 55 wrote at Entrance Examination, 28 passed, 3 from county.

County Model School.

This school opened after the summer holidays with an attendance of 20. The course was that prescribed by the Department. In addition to the Model School Master's work the Inspector of the county gave a weekly series of lectures on the History of Education, extending from the earliest times down to Rousseau and Locke. Each student pays a fee of $5. The Government and county grants amount to $300. Three failed in the final examination, chiefly because of their deficiencies in English.

Teachers' Institute.

The annual meeting of the teachers of the county was held in the Collegiate Institute the 19th and 20th days of May. There was a large attendance, and much useful and interesting work was done. We had no Departmental aid. The following took part: Mr. C. B. Baldwin, Principal Mt. Vernon School; Mr. F S. Passmore, M. A., Classical master, B. C I.; Mr. S. Y. Taylor, Principal Paris Public School; Mr. H. Hoye, Music Master Brantford Public School; Miss Adelaide Patterson, Teacher of Calisthenics, etc., Brantford Central School; Mr. Dundas, Principal Burford Public School; Miss McIntosh, B. Y. L. C.; Miss Huson, B. Y. L. C.; Mr. A. H. Morrison, late English Master B. C. I.; Miss Myra Winchester, Kindergarten Directress, and Miss Welding, B. Y. L. C. On the evening of the first day the Rev. William Clarke, M.A., (Oxon) D.C.L., Divinity Professor in Trinity College, Toronto, delivered an admirable lecture in the Assembly hall of the Collegiate Institute, on "Books and Reading." It was generally conceded to have been one of the most successful and profitable institutes ever held in Brantford. There are now nearly 500 volumes in the County Professional Library, in the Inspector's office, for the use of Teachers, besides Canadian and United States educational papers and periodicals. Several Teachers patronize the library, but more might profitably do so.

Indian Schools, Tuscarora.

These schools were duly inspected, and reports of the results sent to the Department for transmission to the Indian Bureau at Ottawa. They are, on the whole, doing pretty satisfactory work. The best school house in the Reserve now is perhaps the Mississauga school house in the Council House grounds on the Chippawa line. It is certainly the best equipped.

City of Brantford.

The public schools in the City of Brantford have been, during the year, running on much as usual. What is to be chiefly guarded against in graded schools everywhere is the fatal tendency to machine work which is apt to prevail in them. I know of nothing connected with the instruction of the young more pernicious than this. The mischief, however, is *easily* avoided and is *always* avoided by intelligent and able managers who have control of the limit-tables. These should merely outline the work in the several grades, leaving the method or methods of doing it to the discretion of the assistants who, it is to be presumed, *now* have received a thorough professional training.

School accommodation. The number of public school houses in the City of Brantford is now six—all brick buildings. The new Central school is one of the finest public school edifices in Ontario, well lighted, heated and ventilated, and furnished with every convenience. The grounds in front are tastefully laid out, kept in excellent order, and abound in flowers, trees, etc. The play-grounds are sufficiently ample. The Albion and Darling

Street buildings are six-roomed schools; that on Oak Street a three roomed school. Huron Street and Morrell Street schools have been recently taken in by the city. Both substantial buildings—the former a four-roomed school, and the latter affordingat present accommodation for only one division, but capable of accommodating two.

The schools are, on the whole, doing satisfactory work, and at the High Entrance examination the two senior divisions of the Central school acquitted themselves well.

Kindergarten Schools. There are three Kindergarten schools in the city—the principal one in the Central. The others are accommodated in a house adjacent to the Darling Street school grounds and in St. Andrew's mission church. One hundred and forty children are enrolled in these schools, and there is an average attendance of 113.

Night Schools. There are three of these conducted under the auspices of the School Board and taught by three of our best and most experienced teachers.

A music master gives instruction in music in all the schools, and a teacher of calisthenics and gymnastics trains the pupils of the Central school.

Town of Paris.

The Public Schools in the town of Paris were inspected three times during the year each inspection occupying four days or more. There are nine departments now in these schools, and four school buildings, the best being in the King's Ward. The order, management and progress of these schools were, probably, never better than at present, and there is no exception to this statement. Every division is doing well.

COUNTY OF GREY—WEST.

Extract from Report of Thomas Gordon, Esq., Inspector.

Considerable improvement has been made in the school accommodation of the west division of the county since the date of my last report, and there are now only two or three sections in which it is inadequate to their respective requirements. One of these is school section No. 11 of the Township of Sullivan, known as the Mooresburg school, an enlargement of the school house being necessary in order to the affording of the minimum of both air space and floor space. The trustees promised to attend to the matter some time ago, but up to the present time no evidence of movement has been afforded. You will probably remember that a Board of Arbitration was appointed last year to settle differences existing respecting the formation of school sections three and four in the Township of Sullivan, and that the determination of the case by a majority of the board was reported in December, and went into effect on the 25th of that month. The conclusion arrived at by the other four arbitrators was not approved by me, as the fifth arbitrator, and I refused to sign the award.

As I feared and expected, for reasons which I assigned at the time, the matters complained of have not been settled in even a reasonably satisfactory manner, and parties who before were suffering because of want of school accommodation, have now their grievances aggravated by reason of being obliged to pay towards the erection of a new school house which they cannot possibly avail themselves of. Communication with the Education Department leaves no hope that the persons suffering can obtain relief until the expiry of the statutory period for the continuance of the award.

Last year I mentioned the Oxenden school house and the Woodford school house as being insufficient. In the former a new and commodious brick building has been built and is now occupied, but in the latter no change has been made, although the registered number of pupils is 90, and the attendance on the 3rd day of May was 60, made up of 1st class, 6; 2nd part 1st book, 6; 2nd class, 19; 3rd class, 16; 4th class, 13, being much in excess of the number which one teacher can be expected efficiently to take charge of. The teacher, Mr. Daniel C. Day, is, however, a great worker and does much more than should in fairness be asked of him. In the Bognor school, U. S. S. 9, Sydenham and St. Vincent, Mr. James G. Carrie is similarly overworked, but his accommodation being better the strain caused by the large attendance is not so much felt.

The number of school teachers employed in West Grey in 1892, exclusive of the Town of Owen Sound, was seventy-four (74), the males numbering twenty-seven (27) and the females forty-seven (47).

The highest salary paid to a male teacher was $450, while the average salary for males was $322.70; for females, $283.50, or by townships males, Derby, $379; Holland, $333.13; Keppel, $325; Sullivan, $369; Sydenham, $382; females, Derby, $278; Holland, $262.50; Keppel, $283.50; Sarawak, $213; Sullivan, $236.50; Sydenham, $278.

The cost per pupil for teacher's salaries, computed on the average attendance for the whole year, was in Derby, $12 30; in Holland, $11.78; in Keppel, $11.25; in Sarawak, $12.80; in Sullivan, $11.40; in Sydenham, $11.20. This average attendance, however, does not represent one-half of the registered number of pupils, and therefore, of those who may fairly be presumed to have derived some measure of advantage from the attendance given, irregular and unsatisfactory though it may be, and undoubtedly largely unnecessary and avoidable as the absences have been.

This objectionable feature in connection with the school system forms a chief subject of complaint with teachers generally as being injurious to their schools in two particulars, firstly, in the interruption occasioned in the ordinary work of the school; secondly, in the hindrance to progress generally, and to consecutiveness of work.

Occasionally a school section is to be met with in which the evil appears to have reached a minimum limit, chiefly because of certain characteristics and methods on the part of the teacher being inviting and attractive.

During 1892 I made two visits to the respective schools in my district, and for the present year I have visited each school once. I find, almost invariably, that the teachers are diligent and faithful in the performance of their duties, and maintain good order and discipline in their schools. Such a thing as rudeness or disobedience is seldom seen, and in this respect there has been an appreciable improvement in recent times.

At the High School Entrance Examinations held in Owen Sound in 1892, 187 candidates wrote, 107 of whom were town and 80 county. The results of the examinations were not as satisfactory to the candidates as they desired, but there is no reason to doubt that they were fairly conducted and that injustice was not done. At the next examinations it is anticipated that about 200 candidates will present themselves. The Board of Education has been making preparations for the giving of individual desks and seats to the several candidates, which will be an immense improvement in this branch of accommodation.

County of Grey—South.

Extract from Report of N. W. Campbell, Esq., Inspector.

So far as I can judge, educational matters continue in a satisfactory condition.

There is one other matter to which I desire to call your attention. This year I have taken upon myself the labor of preparing an extended limit-table for the use of the schools. The following are some of the reasons that induced me to do so:

1. The numerous enquiries by teachers for a more detailed course of study than that furnished by the Education Department, convinced me that such a course as I have presented was very desirable. My own early experience also confirmed me in the opinion that the difficulties were well founded.

2. Believing that if a higher standard can be reached by the schools with the present supply of comparatively untrained teachers, and with so many changes from school to school, I have come to the conclusion that such higher standard can be reached easier and quicker by keeping before the teachers a moderately complete course of study for each of the classes in the school.

3. I am of opinion that the great majority of our pupils leave school without fourth class training. Therefore I have endeavored to prepare a limit-table which, if covered by the first three classes, will give to the third class pupil sufficient education to engage successfully in any of the ordinary callings of life. The old limit left out several of the most important topics of such preparation.

4. In the most progressive counties in the province, the Inspectors have already prepared or are preparing courses of study similar to this. I believe that in Grey we have as good material in the pupils and teachers as in any other county, and therefore we should not be behind the most advanced counties in this respect.

5. This course will serve as a guide to the examiners in setting the promotion paper as well as to the teachers in preparing their candidates. Greater satisfaction can therefore be secured from these examinations.

6. Besides the limit-table proper the pamphlet contains the regulations governing the promotion examinations, which heretofore were printed separately each year, along with the examination papers. This will lessen the cost of printing each year, and will be a greater convenience to the teachers because permanently in their hands.

7. As the pamphlet is the property of the schools, not of the teachers, a copy has been placed in each school for the use of teacher and trustees.

8. The limit-table has been submitted to the other Inspectors of the county, and their approval for its use in their respective districts has been obtained.

County of Grey—East.

Extract from Report of A. Grier, Esq., Inspector.

1. There are sixty public schools, including the separate departments, under my supervision, and I have made one visit to each during the current year.

2. The schools and departments are in a good state of efficiency, well conducted and making satisfactory progress.

3. Attendance of pupils in 1892. Classification:

Township of St. Vincent.

No. of pupils in first reader, part I, 226; part II, 157; second reader, 223; third reader, 272; fourth reader, 316; fifth reader, High School reader or fifth class, 36. Total number on daily registers, 1230. Boys, 699; girls, 531.

Township of Collingwood.

No. of pupils in first reader, part I, 252; part II, 206, second reader, 301; third reader, 291; fourth reader, 293; High School reader, fifth class, 67. Total number on daily registers, 1410. Boys, 717; girls, 692.

Township of Euphrasia.

No. of pupils in first reader, part I, 168; part II, 134; second reader, 200; third reader, 238; fourth reader, 225; High School reader, fifth class, 26. Total number on daily registers, 991. Boys, 489; girls, 502.

COUNTY OF LEEDS.—No. 1.

Extract from Report of William Johnston, Esq., Inspector.

The average salary paid male teachers in rural schools (1892) was $302; female teachers, $210.

——	Male.	Female.
	$ c.	$ c.
Bastard and Burgess South	314 16	226 14
Leeds and Lansdowne Front	280 00	237 64
Leeds and Lansdowne Rear	283 33	211 67
North Crosby	353 33	183 00
South Crosby	304 38	205 31
South Elmsley	275 00	196 67
Newboro	250 00	240 00
Gananoque	650 00	272 23

Classification of Pupils.

Number of pupils First Reader, Part First	634
" " " Part Second	469
" " Second Reader	693
" " Third Reader	790
" " Fourth Reader	896
" " Fifth Reader	138
Total	3620

This table does not include Gananoque. The School Report of towns is sent directly to the Education Department, and hence does not come into the Inspector's hands.

High School Entrance Examinations, 1892.

Gananoque, 95 wrote, 54 passed; Newboro, 77 wrote, 32 passed; Westport, 30 wrote, 15 passed. Total, 202 wrote, 101 passed.

Teachers' Examinations, 1892.

Gananoque, 16 wrote, 5 passed; Elgin, 9 wrote, 6 passed; Newboro, 6 wrote, 1 passed; Westport, 9 wrote, 1 passed. Total, 40 wrote, 13 passed.

Normal School Examinations (Ottawa).

During the last term five teachers attended the Ottawa Normal School from my Inspectorate, all of which were successful.

First Class Examinations.

Four second class teachers have attended the Brockville Collegiate Institute from my Inspectorate, and will write for first class certificates at the July examinations.

Comparison of Teachers' Qualifications.

1892—3, 1st; 9, 2nd P.; 19, 2nd N. P.; 28, P. 3rd; 26, D. 3rd; 10 permits.

1893—2, 1st; 10, 2nd P.; 13, 2nd N. P.; 39, P. 3rd; 27, D. 3rd; 5 permits.

Thus the number of teachers fully qualified in 1892 was 59; in 1893 the number has increased to 64. I regret to say that some trustees seem to do all they can to prevent the abolition of the wretched practice of engaging teachers not fully qualified. The artifice usually practised is to neglect to engage a teacher until all certificated teachers have secured schools, and then ask for a "permit."

Condition of School-houses and Premises.

During the past six years the following sections have either built or renovated school houses:

Bastard and Burgess, South.

School Section No. 1, extensively repaired and new patent desks; No. 2, school-house built; No. 3, repaired and new patent desks; No. 4, new patent desks and furnace; No. 5, new interior and patent desks; No. 6, new school-house; No. 7, new school-house; No. 11, furnace provided; No. 15, new interior and patent desks; No. 17, extensively repaired.

Leeds and Lansdowne, Front.

School section No. 1, new interior and desks; No 3, new patent desks; No. 4, new interior and patent desks; No. 5, school-house built; No. 6, new interior and patent desks; No. 9, new interior and patent desks in old building, and school-house built for assistant; No. 11, school-house built; No 14, school-house built; No. 15, new interior and patent desks; No. 16, repaired; No. 17, new interior and patent desks.

Leeds and Lansdowne, Rear.

School Section No. 1, new interior and desks; No. 3, new school-house; No. 4, repaired; No. 6, new school-house; No. 7, school-house built; No. 8, school-house repaired and new patent desks in assistant's room; No. 9, new school-house; No. 12, school-house repaired and new patent desks; No. 13, school-house extensively repaired.

South Crosby.

School Section No. 2, new patent desks; No. 3, new interior and patent desks; No. 5, new school-house; No. 9, repaired; No. 10, new interior and patent desks; No. 11, new interior and patent desks; No. 15, new school-house.

North Crosby.

School Section No. 3, new patent desks; No. 5, new interior and patent desks.

The school grounds are, with very few exceptions, in good condition. All the school-houses are now furnished with maps, and a respectable number have globes in addition. The blackboards are also, as a rule, suitable for school work. On the whole the teacher is well supplied with the necessary appliances for efficient service.

The Limit of Public School Work.

For several years the feeling has been increasing that the Public Schools of Ontario are not doing their share of the education of the youth of our land. It is felt that the High School Entrance Examination virtually terminates the work of the one who passes it in the Public School. The successful candidate must either go to the High School or give up all hope of making further advancement in knowledge. This statement of the case is quite correct except in the case of a few village schools. In some schools the trustees have prohibited the teaching of work in advance of the entrance examination. The result of this evident injustice to poor parents has led to a proposal to make the High School Entrance Examination much more difficult than it has been heretofore. It is proposed to increase the work required to pass into the High School, so that the average time taken to prepare for the new High School Entrance Examinations will be lengthened by one year at least. If this proposition is accepted, the Public School will then give all the education that the farmer, the mechanic, or the merchant requires. The change will decrease the cost of education, especially in the rural schools; and it will increase the efficiency of the work done in the High Schools. It seems to me that the proposed change is a step in the right direction. It will require more work from the Public School teacher, and I am satisfied that such a demand is reasonable and in the interest of both pupil and teacher.

The Teachers' Institute.

The West Leeds Teachers' Institute held its annual meeting at Newboro on March 8 and 9. The meeting was directed by J. J. Tilley, Inspector of Model Schools. There was a good attendance of teachers, and the meeting was a most successful one. Mr. Tilley delivered a popular lecture on education, and the night session was addressed by Dr. Preston, M.P.P., Father Twohey and Inspector Johnston. The Institute has purchased a library at a cost of about $250. The books are sent by post to teachers and returned the same way.

COUNTY OF LEEDS—No. 2.

Extract from Report of Robert Kinney, Esq., Inspector.

Generally speaking, this year has been quite as satisfactory as its predecessor in all that pertains to the welfare and progress of the schools, of which I propose giving a synopsis by Townships, showing their present condition.

Rear of Yonge and Escott.

School Section No. 1—Registered attendance 12, average 8. School-house and grounds satisfactory. Order good. Progress satisfactory.

School Section No. 2—Registered attendance 21, average 12. School-house and equipment good. Yard not enclosed. School work well done.

School Section No. 3—Registered attendance 21, average 14. School-house, seats, desks and blackboards not in good condition.

School Section No. 4—Registered attendance 17, average 8. School-house sufficient. New desks needed. New fence in front required. School in good working order.

School Section No. 7—Registered attendance 46, average 34. School-house, grounds and general equipment good. Progress very satisfactory.

School Section No. 8—Registered attendance 21, average 14. Order good. Progress satisfactory. School-house and grounds passable.

School Section No. 12—Registered attendance 20, average 8. Order good. Progress not satisfactory. Repairs and seats needed.

School Section No. 14—Registered attendance 14, average 8. Order good. Progress satisfactory.

Front of Yonge and Escott.

School Section No. 1—Registered attendance 9, average 7. New seats and desks needed. School work satisfactory.

School Sections Nos. 2 and 3—Registered attendance 30, average 22. School in good working condition. New seats needed.

School Section No. 4—Registered attendance 56, average 50. Excellent work is being done in this school.

School Section No. 5—Registered attendance 30, average 16. Work fair. Order good.

School Sections Nos. 6 and 6—Registered attendance 24, average 18. Closets and fence need repairs and the school building a coat of paint. Pupils progressing.

School Section No. 7—Registered attendance 39, average 25. Order good. School well taught. School grounds in a very unsatisfactory condition. New building needed.

School Section No. 8—Registered attendance 30, average 20. Order good. Progress satisfactory. School lot should be inclosed.

School Section No. 10—Registered attendance 26, average 16. New seats and desks required. School lot should be inclosed. Standing of pupils examined, fair.

School Section No. 11—Registered attendance 13, average 6. School lot not inclosed. Order good. Subjects fairly well taught.

School Section No. 12—Registered attendance 26, average 16. Order fair. Progress fair.

School Section No. 13—Registered attendance 20, average 16. Order good. Teaching good.

School Section No. 14—Registered attendance 34, average 20. Order good. Progress fair.

School Section No. 16—Registered attendance 20, average 16. Order good. Progress satisfactory.

School Section No. 17—Registered attendance 43, average 28. Order good. Progress satisfactory.

School Section No. 18—Registered attendance 19, average 15. Order good. Subjects well taught.

School Section No. 19—Registered attendance 17, average 15. Progress satisfactory.

School Section No. 20—Registered attendance 18, average 9. Progress satisfactory.

School Section No. 21—Registered attendance 27, average 16. Order and progress satisfactory. A new school building to be erected this year.

Elizabethtown.

School Section No. 1—Registered attendance 31, average 21. Order and progress fair.

School Section No. 2—Registered attendance 30, average 25. Order fair. Work satisfactory as far as examined.

School Section No. 4—Registered attendance 18, average 15. Teaching satisfactory.

School Sections Nos. 3 and 5—Registered attendance 23, average 17. Standing of school excellent.

School Section No. 6—Registered attendance 23, average 15. School work satisfactory.

School Section No. 7—Registered attendance 87, average 53. Teaching good. Progress satisfactory. Sanitary condition bad. The basement needs drainage.

School Section No. 8—Registered attendance 24, average 16. Subjects well taught. Order and progress fair.

School Section No 9—Registered attendance 22, average 14. Order and teaching good. A new school-house needed.

School Section No. 10—Registered attendance 19, average 16. Subjects well taught. A new school-house necessary.

School Section No. 11—Registered attendance 25, average 15. Order fair. Progress fair.

School Section No. 12—Registered attendance 20, average 16. Progress satisfactory.

School Section No. 13—Registered attendance 19, average 13. Order good. Progress satisfactory.

School Section No. 14—Registered attendance 18, average 14. Order and progress good.

School Section No. 15—Registered attendance 38, average 26. Standing of classes good. General management satisfactory.

School Section No. 16—Registered attendance 35, average 20. Subjects well taught. School well conducted generally.

School Section No. 17—Registered attendance 20, average 11. School grounds need enclosing. Condition of school satisfactory.

School Section No. 18—Registered attendance 12, average 8. Order good. Progress satisfactory.

School Section No. 19—Registered attendance 27, average 17. Order fair. Standing fair.

School Section No. 20—Registered attendance 51, average 35. Order and school arrangement excellent.

School Section No. 21—Registered attendance 56, average 30. Order excellent. Progress satisfactory.

School Section No. 22—Registered attendance 18, average 10. Order good. Class standing fair.

School Section No. 23—Registered attendance 21, average 16. Order good. Progress fair.

School Section No. 24—Registered attendance 15, average 9. Order and standing fair. New desks and seats needed.

School Section No. 25—Registered attendance 20, average 8. Order good. Standing good.

School Section No. 26—Registered attendance No. 6, average 4. Order good. Progress fair.

School Section No. 27—Registered attendance 35, average 17. Order good. Progress fair.

School Section No. 32—Registered attendance 27, average 13. Order good. Progress fair.

School Section No. 33—Registered attendance 29, average 16. Progress fair.

Kitley.

School Section No. 1—Registered attendance 17, average 11. School-house and premises in good condition. School work very good.

School Section No. 2—Registered attendance 23, average 11. School house and grounds satisfactory. School work good.

School Section No. 3—Registered attendance 22, average 12. Order good. Progress satisfactory.

School Sections Nos. 4 and 7—Registered attendance 33, average 16. School-house and outbuildings not in a proper state of repair. Maps needed. Progress fair.

School Section No. 5—Registered attendance 16, average 8. Order good. Progress satisfactory.

School Section No. 6—Registered attendance 25, average 13. Order and progress not satisfactory.

School Section No. 7—Registered attendance 21, average 10. Work fair. Order good.

School Section No. 8—Registered attendance 28, average 15. Order good. Class standing only fair.

School Section No. 10—Registered attendance 48, average 32. Order and progress good. Repairs needed.

School Section No. 11—Registered attendance 75, average 46. This school is in good working order.

School Section No. 12—Registered attendance 38, average 22. Order good. Progress fair.

School Section No. 13—Registered attendance 20, average 13. School work improving. The grounds should be enclosed.

School Section No. 15—Registered attendance 52, average 26. Order and progress satisfactory.

School Section No. 16—Registered attendance 19, average 9. Order and progress fair.

School Section No 17—Registered attendance 10, average 6. School-house much improved. School small.

School Section No. 18—Registered attendance 24, average 14. Order and progress good.

School Section No. 22—Registered attendance 49, average 26. Order good. Progress satisfactory.

Wolford.

School Section No. 1—Registered attendance 10, average 6. School lot should be enclosed, outbuildings repaired, etc.

School Section No. 4—Registered attendance 17, average 10. Order good. Progress fair.

School Section No. 7—Registered attendance 65, average 45. Order fair. Standing fair.

School Section No. 8—Registered attendance 34, average 17. Desks and doors out of repair. Standing of classes as far as examined, fair.

School Section No. 9—Registered attendance 36, average 18. Order good. School well taught.

School Section No. 11—Registered attendance 12, average 7. Order good. Standing fair.

School Section No. 12—Registered attendance 33, average 18. Order good. Standing fair.

School Section No. 13—Registered attendance 13, average 8. Order good. Progress satisfactory. School-yard not inclosed.

School Section No. 15—Registered attendance 18, average 9. New blackboard needed. School-yard not what is required by law. Progress fair.

School Section No. 17—Registered attendance 32, average 16. Order good. Progress satisfactory.

School Section No. 18—Registered attendance 27, average 12. Order good. Progress fair.

School Section No. 19—Registered attendance 25, average 15. Class standing fair. Order good. Woodshed and porch needed.

Athens.

Registered attendance 177, average 146. Four teachers, head master 1st class three assistants holding 2nd class certificates. This school is doing good work.

County of Leeds, No. 3, and Grenville.

Extract from Report of T. A. Craig, Esq., Inspector.

I. As to the Condition of the Schools.—The condition of the schools in this Inspectorate is not very satisfactory; there is an evident lack of interest in educational matters in many of the rural sections, and in some cases this lack of interest has developed into a positive opposition to improvement and progress in school matters; too often the ratepayer elected to fill the office of trustee is a person whose sole object is to curtail expenses and reduce the school tax to a minimum. This leads to a demand for cheap, and, con-

sequently, inferior teachers, and as a necessary result, inferior schools. During the past year I have directed my attention more particularly to counteracting these influences—as will be learned from the accompanying summary of my work—not without some success. My plan has been (1) to secure the co-operation of the teachers in forming township conventions for the trustees and all interested in the schools, and to bring such matters as "school moneys," "economy in educational matters," "teachers' qualifications," "duties of trustees," etc., before them for discussion. (2) To report fully on the state and condition of each school after inspecting it. (3) To meet as many of the trustees of each section as possible, and discuss school matters with them. (4) To urge the teachers to visit the houses, and to form winter classes for the larger boys and girls in the section. By following out my work along these lines I hope to accomplish much in the way of stirring up more enthusiasm for education, both in teachers and parents.

II. The Programme of Studies.—In the more intelligent centres there is a demand for a programme of work bearing more directly on agricultural pursuits, whilst the present programme is elastic enough to suit all the requirements if properly handled. It seems that there should be some outline of work for teachers which would satisfy this demand. In most of the schools I find the work done to be entirely too theoretical, a rigid adherence to mechanical routine seems to be the ideal of many teachers, and this is carried to such an extent as to become an injury, inasmuch as it forces those pupils—whose condition in life is such that after they have reached the age of 15 or 16 years they can only attend school during the winter months—to remain at home during those months rather than submit to the study of dry technicalities, and be classified according to the programme.

III. Qualifications of Teachers.—Many of the smaller schools are in the hands of boys and girls of very immature mind, and who are just beginning to experience the responsibility of life, and I am convinced that the confidence reposed in them is altogether too great for their age. Could there be some means devised whereby worthy teachers could be retained in the profession, I am satisfied our schools would double in efficiency in ten years. To increase the age for qualification, or to extend the time for professional training would seriously interfere with the supply of legally qualified teachers in these eastern counties, and it is questionable if the remuneration received would induce a sufficient number of persons to enter the profession. The three year limit to third-class certificates is satisfactory, but the fact that a young lady of twenty-three or four years of age with three or four years' experience, must give way to some Miss of eighteen or nineteen years, and without experience, is very unsatisfactory, and often causes considerable public discontent, and in some measure exposes our system of qualifying teachers to ridicule. The character of the work done by the teachers of 18 or 19 years of age is altogether too mechanical and theoretical. Such teachers are too limited in information, and lack sufficient practice in the application of principles. I frequently find the methods employed to lack individuality, and to be nothing more or less than mere imitation. But to improve this suggests the question: "Are our teachers not as well qualified as our country can afford?"

IV. Attendance of Pupils.—If all the persons residing in the Inspectorate, and between the ages of 5 and 21 years, had attended the schools, there would have been 61 pupils for each teacher. Every day school was kept open during the year; but, as the reports show, there was only 23, or about 38 per cent. of the total number of persons of school age in the county. The attendance of pupils registered was also not very high, being 46 per cent., that is to say, only 46 out of every 100 pupils registered attended school each day. This is not a very satisfactory showing, and some means must be devised in order to increase this percentage.

V. Teachers' Institute.—The work done in our Institute was fairly satisfactory. One great drawback is the difficulty in getting all the teachers together; it seems almost too much to expect a teacher who is receiving a small salary to spend five or six dollars to attend our meetings. If trustees were required to bear a reasonable amount of expense incurred by their teacher in attending these meetings, I have no doubt that the sessions

would become much more profitable; but, as it is, many of the teachers fail to reach the place of meeting in time for the first session, and want to get away before the close of the last.

At the Institute held in 1892, the work was as practicable as possible, and from the interest manifested by the teachers and the hearty manner in which some of them entered into the discussions, we predict more beneficial results from future conventions than we have received from those in the past.

VI. Summary of work done in 1892.—(1) During the year I visited each school twice, observed the character of the teaching and management, examined the classes and formed a record of their standing, tried to encourage both teacher and pupils, suggested improvements and advised teachers as to management, etc., examined apparatus, etc., and reported all necessary cases to trustees.

(2) Kemptville public school was repaired at an expense of about $50. The trustees had the Smead-Dowd heating and ventilating system put into the building so that their school is now very comfortable, and, I may add, the best in the county.

Cardinal public school was repaired at an expense of $40; an additional teacher has been engaged, and the school put in first class order.

In S. S. No. 24, Augusta, a new school house was built. In sections No. 2, 28, 30, 13, 19, Augusta, the school houses have been repaired, and new desks put into them. In sections No. 1, 2, 10, 15, 18 and 23, Edwardsburg, the school-rooms have been repaired and new desks added; in No. 15 an additional teacher is employed. In S. S. No. 7, Oxford, a new floor has been put into the building, and a new set of desks purchased.

VII. While I felt somewhat discouraged after accepting the appointment of Inspector for this county, and becoming aware of the work before me, I must confess that in looking over my first year's work, and considering the hearty manner in which the teachers in most cases have complied with the regulations, I expect to be able to do much in the way of education in the district placed in my charge.

County of Glengarry.

Extract of Report of D. McDiarmid, Esq., Inspector.

Trustees' Reports.

These with a few exceptions, are now prepared with greater care than formerly. This is due to the improvement made in the manner in which the school rates are levied and collected.

If the municipal councils compelled their collectors to place in the hands of their treasurers, before the 15th of December, as authorized by section 118 of the Public School Act, an amount equal to that ordered by the trustees to be levied for school purposes, then all the school accounts could be closed before the day on which the annual school meeting is held. The payment of the school moneys to the trustees before the last Wednesday of the year, will remove the chief cause of the incomplete financial statements occasionally met in their annual reports. In some reports the amounts of the balances carried from the previous year did not correspond, as they should do, with those given in reports of these years. This was due to the trustees' accounts having been balanced a second time, when the school levy was received after the close of the year.

Attention is also directed to the apparent inaccurate returns of the resident school population, made by some of the assessors, as appears in the comparison of the numbers given by them with those of the names of the pupils of school age entered in the school registers. The assessors should, in the interest of the municipalities, be impressed with the necessity of making complete returns of the number of children residing in their townships or villages.

Public School Population.

The reports gave 5,154 as the number of resident pupils, of whom 4,336 attended the Public Schools. These were according to municipalities as follows :—

	Resident Pupils.	Enrolled Pupils.
Charlottenburgh	1307	1119
Kenyon	1185	1027
Maxville Village	181	181
Lancaster	1009	812
Lancaster Village	262	220
Lochiel	1138	905
Alexandria Village	72	72

That a great deal less than one-half of the children whose names were entered in the registers, were found daily in the schools, is not very creditable to their parents.

The number of teaching days in the year was 221 and the average time the schools were in operation in Charlottenburgh was 208 days; Kenyon, 194; Lancaster, 199; Lochiel, 210; Glengarry county, 203.

Several of the schools were closed at the time appointed for opening at the beginning of the year, which is a reason for the lessened average time the schools were kept open as well as that of the attendance.

Epidemic and sporadic diseases, condition of the country roads, and distance of the children's homes from the school houses, were factors which must be taken into consideration, in accounting for the causes of the unsatisfactory school attendance. Besides the elder pupils whose help was required in carrying on the work on the farm at certain seasons, chiefly attend during the winter months, while the younger are found in their classes when the weather is favorable and the roads good. There is no doubt the principal reason for the irregular attendance is the carelessness of parents and guardians who permit their children, for trivial causes, to absent themselves from school.

The pupils between seven and thirteen reported as attending no school numbered four; while those of the same ages, attending less than 100 days, were for Charlottenburgh, 365; Kenyon, 345; Lancaster, 242; Lochiel, 267; or 1,219 in all.

Classification of Pupils.

It will be observed that there were only forty-nine in the Fifth class, being composed of pupils who passed the High School entrance examination. They belonged to the Public Schools of the villages of Lancaster, Martintown and Maxville. Before entering the High School they continued their attendance at the Public School, with the object of getting a better acquaintance with senior Public School work and some knowledge of Elementary, Algebra, Geometry and Book-Keeping.

The Public School Leaving Examination.

Was established for the purpose of inducing some of these pupils to continue after passing the High School entrance examination, their attendance at the Public School, and take up the principal work assigned to pupils in Form I, in the High School. Two

pupils from Lancaster Village; three from Martintown and one from Maxville, secured Public School leaving certificates signed by the Minister of Education. A grant of five dollars for each successful pupil was paid to their schools by the Education Department.

The number of pupils attending the Public Schools and the number of these who succeeded in passing into the fourth and fifth classes, since 1887, can be learned from the following tables, viz:—

NUMBER OF NAMES OF PUBLIC SCHOOL PUPILS IN SCHOOL REGISTERS FOR THE NAMED YEARS.

——	1887.	1888.	1889.	1890.	1891.	1892.
Charlottenburgh	1212	1143	1143	1093	1100	1119
*Kenyon	1337	1280	1288	1287	1246	1208
*Lancaster	1117	1031	1086	1079	1014	1032
*Lochiel	1013	958	1018	946	1080	977

*Pupils of the Public Schools in the incorporated villages within the named townships, included.

Years.	——	Pupils in Classes	
		IV.	V.
1887		721	16
1888		755	37
1889		755	32
1890		662	49
1891		705	47
1892		681	49

Average enrolled pupils for the named six years was 4,468; in Class IV, 713, or nearly sixteen per cent.; in Class V, 32, or a fraction of one per cent. This shows that about seventeen per cent. of the pupils remain in school after being promoted to classes above that of the Third Class. As the pupils (with the exception of the few in Class V,) are divided into four divisions, the per cent. in Class IV, should have been about twenty-five.

Taking the results of the High School entrance examination as an estimate of the number of pupils who have completed the study of the subjects prescribed for Class IV, show that for the years named, the average number of candidates who passed this examination was seventy-seven—not quite two per cent.

The attention of school trustees and ratepayers is specially directed (1) to the large number of pupils who left school before completing the curriculum, (2) to the necessity of placing the schools in charge of trained and skilled teachers who can give the pupils a thorough insight into the subjects taught in their classes, and (3) to the short-sightedness of employing inexperienced teachers, slightly acquainted with public school work, who will only be able to impart such an imperfect knowledge of the essential branches as will be of little benefit to the learners.

Uniform and Promotion Examination.

This examination was held in all the Public School houses, on the 24th and 25th of November. The grants you were pleased to make, enabled your inspectors to have the question papers printed and the committee of examiners appointed to read and value the pupils' answers and report results, remunerated for their services. The pupils' papers after the values were marked on them, were returned to the teachers.

Teachers, as well as the pupils able to give written answers, knowing that the nature of the work done in the schools must in a measure, be judged by the test afforded by this written examination, were stimulated to make every effort to secure a good record.

Although adverse criticisms respecting written examinations as tests of the thoroughness of the instruction imparted are met, yet the beneficial results which followed the introduction of this examination, leave no doubt as to the wisdom of its establishment.

Handsome lithographed certificates were given to the successful candidates and schedules containing the names of the pupils with their standing in the various branches, were sent to the schools.

High School Entrance Examination.

Until 1891, two examinations for the admission of pupils to the High Schools, were held during the year. Since, only one is conducted at the close of the first half year. A knowledge of the subjects allotted to the fourth class, is necessary to pass.

One hundred and ten candidates at Alexandria, and sixty-five at Williamstown, appeared for examination, of the former thirty-three and of the latter thirty-seven succeded in obtaining certificates.

Below are given the numbers of applicants for entrance certificates at Alexandria and Williamstown, as well as of those who were awarded certificates of admission, since 1884.

Years.	———	No. of Candidates.	Passed.
1884		172	53
1885		126	52
1886		166	61
1887		187	93
1888		202	78
1889		241	94
1890		191	60
1891		138	70
1892		175	70

NOTE.—Pupils from the Separate Schools are included, and those from the Public Schools who passed the examination at the High Schools of the adjoining counties excluded.

Subjects of Study.

The greatest attention was paid to the essential branches with, according to the ability of the teachers, varying success. All the enrolled pupils were taught reading, 4,073 writing; 4,130 arithmetic; 2,659 geography; 2,408 grammar and composition; 828 English history; 927 Canadian history; 659 temperance and hygiene; 47 book-keeping; 56 algebra; 44 geometry; 116 agriculture.

Teachers.

Within the past twenty-five years, the cost of living has materially increased, but the salaries given to Public School teachers have remained unchanged in amounts.

Even the old custom of not paying their salaries to teachers till after the expiration of the year has, in not a few school sections outlived the changes which made the schools free and the Municipal Councils collectors of school moneys. In order to remind trustees of their duty in this matter, sub-section nine of section 40, of the Public Schools Act, is quoted, which reads:—"To provide for the payment of teachers' salaries quarterly, and if "necessary, to borrow on their promissory note, under the seal of the corporation, at "interest not exceeding eight per cent. per annum, such moneys as may be required for "that purpose, until the taxes imposed therefor are collected."

It is singular that the masters of Public Schools who educate the masses are kept on low wages, while those of High Schools who instruct a comparatively small portion of the population, are paid salaries which have steadily advanced within the past twenty years, from fifty to one hundred per cent. The inadequate salaries generally offered, do not tempt trained teachers to remain long in the profession, and prevent many High School students from becoming teachers. They select other callings in which they are better remunerated. The result is that the education of a large portion of the school population falls to the lot of young imperfectly trained female teachers.

Much difficulty was experienced in placing teachers in all the schools. When the holders of certificates in the county had secured situations and a reasonable time had elapsed, in order to give trustees an opportunity to engage qualified persons, the County Board of Examiners issued District Third-Class Certificates, limited to particular schools, to teachers whose certificates had expired, as well as to others whose attainments were satisfactory to the Board.

Generally fair progress was made in the schools, but until an ample supply of teachers, natives of the county (who can afford to take the salaries offered) can be yearly licensed to take the places of those periodically leaving their situations, the difficulty of filling occurring vacancies will exist and the progress of many of the schools in small sections will be unsatisfactory.

It is not probable that for many years to come, all the schools in the county will be in charge of teachers holding Provincial certificates if the method of conducting the teachers' non-professional examination remains as it has been during the past few years. In granting the lowest grade of certificates, the hard and fast rule of allowing to pass only those who obtained a fixed percentage of the values of the examination papers, should be relaxed in localities where the available supply of teachers is much less than that required to fill all the schools and sections too weak to pay salaries which would be accepted by teachers from a distance. Besides experienced third-class teachers should, in writing for a renewal of their certificates, receive more credit than is allowed, for success in teaching.

The power of examining candidates for third-class certificates (non-professional) should be restored to County Boards, as they are in a position to know the number of teachers who may be required to supply the small schools as well as the suitability of those appearing for examination, for filling the expected vacancies. The members of the Board are generally better qualified to judge of the fairness of the question papers used at the non-professional examination than their compilers.

The old practice of submitting the names of applicants for the position of teacher for the ensuing year, for the approval of the ratepayers present at the annual school meeting, has not been dropped in some sections. This delay in appointing teachers is

neither just to them nor to the ratepayers. Although those of the former who are known to have given satisfaction, are secured by the trustees of good schools, yet the balance of the sections, must be satisfied with a selection made from the remnant—the members of which would not be "hired" if better teachers could conveniently be had.

School Houses and School Grounds.

No new school houses were built since 1891, when the ratepayers of S.S. 11, Lochiel, erected a very comfortable frame building, which is a credit to the section. The trustees and ratepayers of School Section 13, Lochiel; 14 and 16 Lancaster, should replace the uncomfortable and unsuitable buildings in which their children are taught, with school houses which will provide the required school accommodation.

In some schools, good desks, blackboards and maps are seen, while in others the outlay for school requisites was so small that the appliances for illustrating the lessons are incomplete and of poor quality.

The outbuildings are not commonly kept in a good state of repair. The drinking water was usually taken from wells in the neighborhood. Perhaps for sanitary reasons its use is preferable to that found in the wells belonging to the schools; the state of the school grounds was not generally all that could be desired, and as a rule, does not conduce to the æsthetical education of the pupils.

Teachers' Institute.

The annual meeting of the Glengarry Teachers' Institute was held in Alexandria on the 6th and 7th of October. Sixty-six Public with several Separate School teachers and the County High School Masters were present. Much interest was taken in the proceedings which had reference chiefly to the best methods of teaching the subjects of the Public School course.

County Model School.

The number of students who succeeded in passing the non-professional examination required for admission to a County Model School at Alexandria and Williamstown, was not sufficient to form a Model School Class at Martintown. They were permitted by the County Board of Examiners to attend the Cornwall Model School.

I take the opportunity afforded by the circulation of this report to thank trustees, teachers and Public School supporters, for the assistance I received from them in my work.

COUNTY OF HALTON.

Extract from Report of J. S. Deacon, Esq., Inspector.

INSPECTION.—I visited each school and department at least once in each half year. My official visits for the year were 194, besides those to the Model School while in session. The object of school inspection is variously estimated by the general public. A common opinion is that the chief duty of an inspector is to establish an espionage upon the faithfulness and efficiency of his staff of teachers. Experience shows that our best teachers accomplish a vast amount of valuable work which can not be discovered by any oral or written examination. Further, that the inspection which seeks to assist and encourage teachers and pupils is of far greater service to education than that which aims at exposure of weaknesses or the discovery of what pupils do not know. By examination only is it possible to discover what has been taught and how thoroughly it has been impressed upon the minds of pupils. By observing the ordinary work of the school you learn how, and in what spirit, instruction is imparted, what influences are operating upon the moral,

mental and physical faculties of the pupils, how they apply themselves to their tasks, and whether the environments of the school are likely to develop or repress the nobler instincts of human nature.

The teacher's object should be to educate, in the truest sense of the word, those placed under his charge: to attract them by precept and example into the ways of truth, honesty, charity and all kindred virtues. The various subjects of study must and should be taught, but there should be a constant effort to direct the youthful mind into proper channels of thought and action. The training of all the youth of a community to be neat, diligent and persevering; to be admirers of the true, the beautiful and the good; to become orderly and order-loving citizens; the accomplishment of all this concurrently with the expansion of the mental faculties, and the imparting of knowledge; this is the work that the ideal teacher regards as even more important than that for which he receives his scanty remuneration in dollars and cents. School officers and parents too often forget that the value of a teacher depends chiefly upon his influence in moulding the character and habits of the pupils.

School Houses, Apparatus and Grounds.

Acton furnished the most gratifying improvement during 1892. For a number of years the fourth department had been located in a small room at the Village Hall. The attendance became so large that increased accommodation was an imperative necessity. Instead of adopting half-way measures, the Board pulled down one of the old rooms and built a beautiful and commodious four-roomed building in front of the remaining two. Acton has now the most ample accommodation and the finest public school building in Halton. The structure is of Terra Cotta brick, with deck roof, closed porch and basement. The rooms are properly lighted, well ventilated, and are heated by furnaces. The ceilings of the first floor are of matched boards, the others are plastered. The cost was nearly $6,000.

Milton Trustees had the outside wood-work of their school re-painted, and erected a belfry. By school concerts the teachers supplied a bell for the belfry, wicker baskets for waste paper, and a large supply of mottoes and pictures.

Oakville placed new Preston seats in No. 6, and re-painted the inside wood-work of all the rooms.

Burlington made necessary improvement in the lighting of No. 3, and changed position of seats.

Of the rural sections, S. S. Esquesing, made the best improvement of the year. The building was extended ten feet for entries and cloak rooms. A stone wall eight feet high and projecting sufficiently to support a veneer of brick, was put under the whole building. After suitable excavations, a wood furnace was placed in basement. The walls of school room were boarded and painted, and new blackboards supplied. The yard was put into better condition and the outbuildings renewed.

Minor improvements in other sections:

Nelson.—No. 2, ceiling repaired, new dictionary; No. 5, new dictionary; No. 6, new dictionary; No. 11, new well, gravel walks; No. 14, walls and ceiling painted and frescoed.

Esquesing.—No. 2, new blinds; No. 4, new wood ceiling and new partition, giving cloak rooms and entries, and rendering the school room more comfortable, all neatly painted; No. 5, new blinds, excelsior maps; No. 6, room decorated with numerous pictures and artificial flowers; No. 8, new hardwood floor; No. 10, as previously described.

Trafalgar.—No. 1, new walk, front and sides; No. 2, new stoves; No. 6, ceiling and walls painted; No. 13, new porch; No. 15, new maps and new International dictionary: No. 17, school house neatly painted outside and inside, walls tinted straw color and ceiling blue, new excelsior maps.

Since rural school trustees find it so difficult to get mechanics to do small repairs, it is advisable that all improvements be substantially made and of the best material. For example, plaster ceilings, when broken, should not be patched, but give place to wood ; pine floors to hard wood ; whitewash to alabastine or paint. Both for durability and appearance, walls should be tinted, yellow, green or drab, and ceilings blue, terra cotta or drab. Plaster blackboards should give place to slate, or to those formed from liquid slating upon a solid foundation that cannot be loosened or broken. The school fence should be made of boards instead of pickets, since the latter are so easily destroyed by malicious trespassers and misgoverned pupils. Closets are more easily kept in repair when they form part of the woodshed. They are more accessible in stormy weather and their unsightly appearance is avoided. The pits should be large and fitted with water-tight boxes to prevent percolation to the well ; or, better, the floor should be sufficiently high to dispense with a pit. The excretae would, in the latter case, become dry and deodorized. A broad, horizontal door should extend the whole length of the closet at the back. This should be partly open in warm weather, especially where the woodshed extends to the rear of the school lot. The trustees should supply the caretaker with a quantity of chloride of lime, copperas or other disinfectant, for frequent use in deodorizing. Dry earth closets are preferable if proper attention to them could be secured. The health and morals of the community are at stake unless trustees and teachers insist on these premises being kept in decent condition. Municipal health officers should enforce the law rigidly in every school section. A thorough cleaning up is needed if we are to ward off contagious diseases, and in some sections it would be well to begin with the school premises.

Departmental Examinations.

At the non-professional examinations held in Oakville, Georgetown and Milton, there were 71 Third Class Candidates, 13 Second and 7 Matriculants.

At the High School Entrance Examinations in July there were 237 candidates, of whom 147 , or more than 62 per cent. passed. Oakville had 58 candidates, Georgetown 58, and Milton 121. Burlington schools and school sections 6 and 14, Nelson, together sent 25 pupils to the H. S. Entrance at Waterdown, and 23 of them passed.

Model School.

Owing to the severity of the non-professional examinations in July, 1892, the attendance at the Model School was only twelve, the smallest number since the year 1881, and six less than the average attendance since its organization in 1877. All the students were awarded certificates after passing a strict examination in practical teaching and the several subjects prescribed by the Education Department. After eleven years of faithful service as Principal of the Model School, Mr. H. Gray has resigned his office to accept the position of Principal in one of the Toronto Public Schools. His removal will be a loss to the County, for it will be difficult to find another possessed of equal energy, enthusiasm and efficiency.

Teachers' Institute.

The teachers, with very few exceptions, attend the meetings of the Institute and endeavor to assist in making them profitable. The following introduced one or more subjects for discussion by teaching, delivering an address or reading an essay : Misses J. Pattison, L. Kelly, B. McLean, S. Patterson, L. M. Dorland, C. McPhail, J. Cleveland, and Messrs. H. Gray, A. H. Gibbard, B.A., R. E. Harrison and J. S. Peacon. Several able addresses were delivered by J. A. McLellan, L.L.D., Principal of the Provincial School of Pedagogy.

COUNTY OF HURON—NORTH.

Extract from Report of David Robb, Inspector.

School Houses and Grounds.

There are eighty-six school corporations in this inspectorate and 88 school houses. They are classed as follows :

——	Brick.	Stone.	Frame.	Log.	Grounds unfenced.	Value of school sites and buildings.	Furniture and equipment.	Number of trees planted in 1892.
Totals.....	28	3	56	1	7	103270 00	13995 00	396

During the year a very neat brick school house was built in School Section No. 18 Howick. Although a very comfortable and well-finished building, it cost but $519.

The school houses or premises of the following School Sections have been repaired or improved by fencing : Nos 1, 2 and Union 4, Grey ; Nos. 2, 4 and 5, Hullett ; Nos. 6, 8, 10, 13 and 17, Howick ; Nos. 1 and 10, McKillop ; No. 9, Morris, and Nos. 6 and 11, Turnberry.

During 1893, the school grounds of No. 5, Morris, will be enlarged and fenced, the school house of No. 7, Morris, repaired, and an addition built to the school house of Union No. 5, Hullett

During the present year, new brick school houses will be built in School Sections No. 5 Howick, and No 8 Morris.

I have every reason to believe that new school houses will be built in the course of a few years in the following sections : Nos. 9 and 10, Grey ; Nos. 1, 4 and 12, Howick ; Nos. 2 and 6, Tuckersmith, and No. 9, Turnberry.

I have found nearly every Board of Trustees willing to make all necessary repairs, and in case of hesitation it was always a dread lest the School Section would not support them in the matter of repairs.

During the past two years I have made a special effort to have every school supplied with the necessary maps, a globe and an unabridged dictionary. I am more than pleased with my success.

Every school in this division is supplied with a good school globe except No. 6, Hullett ; Nos. 3, 4, 8, 9, 16 and 18, Howick ; Nos. 3 and 6, Turnberry, and No. 9, Tuckersmith. Most of these will have globes next year. One Board of Trustees, however, from conscientious motives, refuses to get one.

Many of the schools have unabridged dictionaries.

Financial Statement.

——	Total Receipts.	Total Expenditure.	Teachers' Salaries.	Balance on Hand.	Cost per year per pupil.
	$ c.	$ c.	$ c.	$ c.	$ c.
Totals.....	62959 40	55016 32	43795 82	7843 08	5 31

The cost per pupil of enrolled attendance, taking into consideration the salary paid the teachers, is $5.31.

The cost per pupil of average attendance, taking total expenditure and capital invested in school houses, equipment, etc., into account, is $13.23.

Statistics of Attendance for 1892.

Townships, Villages and Towns.	Total No. of pupils of all ages on the daily register of the school during 1892.	Boys of all ages.	Girls of all ages.	No. of pupils attending school less than 20 days during the year.	No. of pupils attending school between 20 and 50 days (inclusive) during the year.	No. of pupils attending school between 51 and 100 days (inclusive) during the year.	No. of pupils attending school between 101 and 150 days (inclusive) during the year.	No. of pupils attending school between 151 and 200 days (inclusive) during the year.	No. of pupils attending school between 201 days and the whole year.	No. of children between 8 and 14 years (inclusive) who did not attend any school during the year.	Average attendance for the year.
Totals.....	8240	4243	3997	580	998	1618	1955	2649	395	179	4496

There were 179 children between the ages of 8 and 14 that did not attend any school, and 580 of the pupils enrolled that attended less than twenty days in the year. These two facts should keep us from too much pride as to the superiority of our school system It must not be forgotten, however, that the newspaper is now a great educator, and that many children that are unable to attend school are really self-educating themselves by means of the family newspaper; also one of the uses of lessons assigned for home work is that many a boy reviews and increases his own knowledge while assisting a brother or sister in preparing lessons for next day's school.

Percentage of Average Attendance for the last Three Years.

——	1890.	1891.	1892.
Totals.....	54	54	55

By comparing the percentages of attendance for the years 1891 and 1892, it will be seen that the Truancy Act passed in 1891 has had no appreciable effect in raising the average attendance of pupils.

The Municipal Councils of Wingham, Seaforth, Clinton, Brussels and Blyth, appointed truant officers. In these places I believe that the Act has done good service. The average attendance of Blyth has been raised 7 per cent. and Brussels 12 per cent. There was a great deal of sickness among the children of Wingham, Seaforth and Clinton during 1892. As it was, however, the attendance of Seaforth has been raised 1 per cent. and Wingham 5 per cent.

Comparison of the Number of Pupils of School Age and Enrolled for the past Three Years.

	1890.		1891.		1892.	
	Total number between 5 and 21 years.	Total number enrolled.	Total number between 5 and 21 years.	Total number enrolled.	Total number between 5 and 21 years.	Total number enrolled.
Totals.	11314	8910	11007	8553	9486	8240

The numbers between 5 and 21 are obtained from the Assessors through the Municipal Clerks. I do not think that much reliance can be placed on their accuracy. The numbers in the second columns are made up from the school registers and are quite accurate. There has been a decrease of over 300 each year in the number enrolled the previous year.

Classification of Pupils and Studies.

	Form I.		Form II.	Form III.	Form IV.	Form V.	Music.	Temperance.	Book-keeping.	Agriculture.	Number of schools in which music is taught.
	Part 1.	Part 2.									
Totals...	1466	1030	1424	1967	2047	366	3541	1762	392	406	24

From the above table it will be seen that there are 366 pupils in the Fifth Class. These have all passed the Entrance Examination into the High School but have returned to the Public School. In nearly every case they are better at the Public School for one year after passing the Entrance than to go at once to a High School.

Some teachers and trustees object to the Fifth Class in the Public School. Where pupils come properly prepared, a fifth class must be taught. Of course too much time should not be taken up with it. According to the report of the Minister of Education for 1890, Huron had a greater number in the Fifth Class than any other county in the Province.

Up to 1891 the subjects of Temperance and Agriculture were bonus subjects at the Entrance Examination. In 1891 they were made optional subjects—that is, a pupil need not take the subjects, but if he does he must take one-third and one-half of the marks as in the compulsory subjects.

This change has led to the almost total neglect of these subjects in the Public Schools.

There are but eighteen rural schools in which music is taught. Since about seventy-five per cent. of the teachers are quite competent to teach music, this is not as it should be. Next year I hope all teachers will make an effort to do something at it.

Singing is an excellent safety valve to let off surplus noise and a pleasant interruption to the usual routine of the school.

One teacher, whose pupils sing very nicely, told me that he could sing the scale and that was all.

There were 392 pupils studying book-keeping. I know of no subject more useful or suitable for the ordinary "winter pupil" than book-keeping—the keeping of farm accounts, store accounts and a mechanic's books.

Teachers' Certificates.

——	First Class.	Second Class.	Third Class.	Normal Trained	Male.	Female.
Totals	1	62	59	62	64	58

There is also one county first-class certificate. There are neither permits nor temporary certificates in this division.

From this table it will be seen that the majority of the teachers of this inspectorate are Normal trained. There were fifty-nine Normal trained teachers in this division in 1891. This is an increase of six in 1892 over 1891.

There were sixty-four male and fifty-eight female teachers in 1892. During the year there were fifty five schools changed teachers. In 1891, fifty-three schools changed teachers.

Average Salaries paid Teachers for the last Three Years.

——	1890.		1891.		1892.	
	Male.	Female.	Male.	Female.	Male.	Female.
	$ c.	$ c.	$ c.	$ c.		
For the Townships	399 00	278 00	388 00	285 00	373 00	276 00
For the Villages	552 00	262 00	536 00	270 00	550 00	272 00
For the Towns	733 00	289 00	750 00	300 00	750 00	298 00

From the above table it will be seen that during the past three years there has been a steady decline in the salaries of male teachers and an increase in that of female teachers. Whether it be for weal or woe, female teachers are slowly but surely displacing male teachers.

For small schools, female teachers are undoubtedly the better, but if the school is large, keeping order is too severe a strain on the nervous system of most women, and they are apt to have a weary and anxious appearance at the close of the school day. If they do men's work as well as men they should receive men's pay.

Entrance and Public School Leaving Examinations.

	Entrance.		Public School Leaving.	
	Wrote.	Passed.	Wrote.	Passed.
Clinton	99	48	12	6
Seaforth	87	41		
Wingham	66	39	17	12
Brussels	37	23		
Wroxeter	24	18		
Totals	313	169	29	18

There were 313 candidates wrote at the Entrance Examination in this division last July; of these 169 passed. This is the usual percentage.

There are two boards of entrance examiners for this division—the board of examiners for Seaforth and Brussels is composed of Messrs. Clarkson, Shillinglaw and myself. The board for Clinton, Wingham and Wroxeter is composed of Messrs. Houston, Lough and myself.

Many pupils from Howick write on the Entrance Examination in the County of Wellington, the great attraction being a gold and two silver medals granted every year to those who take the three highest places at this examination.

For many years, candidates from Howick have secured two or three of these medals.

Last year Howick secured three. This year two pupils from School Section No. 17, Howick, obtained—one the gold medal and the other the first silver medal. Wm. Mahood won the gold medal and Milton Carter the silver medal. This school was badly run down when Mr. Watters took charge of it. Now it is doing well, and has taken the rank it should have held under good management.

There were twenty-nine wrote on the Public School Leaving Examination; of these eighteen passed. There were sixteen pupils from the Wingham Public School wrote on this examination, and twelve passed.

This school received a grant of $66 as a result of this examination. All the other schools that had candidates writing were debarred from sharing in the grant by the regulations in that behalf which lays it down that no school is entitled to any share in the grant that does not employ two teachers, and that the principal must hold at least a Professional Second-Class Certificate as a Public School teacher.

The board of examiners for this examination consists of the two Model School Masters and the two Public School Inspectors.

Brussels, Blyth and Wroxeter did not send up any candidates for the examination, and of course were not entitled to any grant.

Promotion Examinations.

During the year two promotion examinations were held, one in March, and one in October.

All the schools in this division but two, took these examinations.

Your inspectors prepared a "course of study" for these examinations and sent a copy to every Public School teacher in the county. This pamphlet was found so useful that many of our teachers when they go to teach in a county where there is no such guide send for one to use there.

Model School Examinations.

There were twenty-seven teachers-in-training attended the Model School at Clinton during the last half of 1892, and nineteen at Goderich.

At the final examination in December all passed but one. Many more would have failed but for the very great carefulness of the two Model School Masters, Messrs. Lough and Park. Both Model Schools are doing excellent work for the county.

I have a decided preference for teachers trained at our own Model Schools. This arises from the fact that the Model Masters and your Inspectors are at one as to what should be taught at these schools, what the students should do in their own schools, and what they should avoid.

Inspection.

During the year I visited every school in this division twice, once in each half year. I spent half a day in each department of a school and not only saw the teacher work, but also tested the progress of the pupils. At the close of my visit I offered such suggestions to the teacher as I thought would be useful in conducting the work of the school. These hints were usually well received, and I have every reason to believe were of great use to the teacher.

Of the 123 teachers in this division 119 did good work during the year, some of them excellent work. Four were failures, of these two will do well in their next schools, and two will never make teachers. I may add that none of these is teaching in this division at present.

In my report of 1891 I mentioned the want of punctuality on the part of a few teachers. This has almost wholly disappeared.

During last autumn I found two teachers of rural schools within hearing of the Wingham town bell late in the morning, one nearly a quarter of an hour. Of course it was the fault of the watch. Watchmakers have much to answer for.

Teachers' Institutes.

A very successful Teachers' Institute was held at Seaforth on May 2nd and 3rd. There were 67 teachers reported as having attended. These institutes are of great service in bringing the teachers together, in discussing new methods of teaching, and in arousing the enthusiasm of the teacher for his work. Owing to the want of a central meeting place with good railway connections, the meetings are not as well attended as they should be. When held at Seaforth or Clinton, teachers from Howick and Grey do not attend. When held at Wingham and Brussels, those from the south are not well represented.

The next institute will be held at Wingham.

It will be conducted by Mr. Wm. Houston, the newly appointed Director of Teachers' Institutes. I have every reason to believe that there will be a profitable and well attended meeting.

If school trustees were to attend these meetings, and thus see that the aims and ends of these are for the improvement of the schools, and not for the personal advantage of the teachers, they would not grudge the two days yearly which these institutes take from the actual number of teaching days.

Conclusion.

I am well satisfied with the work of the year. Nearly all the school houses are now in good repair, and well supplied with maps, globes, blackboards, etc. I hope to report in a few years that every school has its clock and school bell, as well as woodshed and the necessary outbuildings. The greater number of the teachers did their best during the year, and I am satisfied that there is no other inspectorate containing the same number that has as many faithful and enthusiastic teachers as East Huron.

COUNTY OF HURON—WEST.

Extract from Report of J. E. Tom, Esq., Inspector.

All the schools in the inspectorate were visited at least twice during the year. I find a continued improvement in the methods of instruction and a majority of the teachers are doing good work. In a few schools the teachers were simply keeping school to earn a few dollars to help them to prepare for some other work. Most of our teachers who leave the profession give faithful service to the last day, but a few do very little during the last term. By the adoption of a uniform course of study and uniform Promotion Examination, the different subjects on the programme are kept in line and the pupils more thoroughly classified. The greatest hindrance to the school work is irregular attendance. In most of the sections the "Act respecting Truancy and Compulsory School Attendance," has been completely ignored. The Clerk and Assessor, in the majority of the municipalities, have not complied with Section 11 of the Compulsory Act of 1891, and for this reason Trustees could not do their duty as required by Section 12 of the same Act. In some cases the Assessor did not even enter on the roll the number of children of school age—five to twenty-one years of age—or the number coming under the Compulsory Law—eight to fourteen years.

Number of pupils reported between five and twenty-one years, for 1891, was	9270
" " " " " " " 1892, "	8581
Decrease	689
Number of pupils entered on registers for 1891, was	7204
" " " " " " 1892, "	7177
Decrease	27
Average attendance of pupils for 1891, was	4001
" " " " " 1892, "	3893
Decrease	108
The percentage of average attendance for 1891, was	55%
" " " " " 1892, "	54%

Statement of Finances.

The total receipts of the rural and village schools of West Huron for 1892, were $62,417.42, which may be classified as follows:—

Balance from 1891	$10,278 79
Municipal grants	6,592 29
Legislative grants	3,137 98
School taxes on property	39,211 00
All other sources	3,197 36
	$62,417 42

The expenditure as during 1892 was as follows:—

Teachers salaries	$39,775 24
Purchase of sites, buildings, etc	3,305 44
Maps, prizes, etc	590 26
Fuel, lighting fires, etc	7,823 77
	$51,494 71
Balance on hand at close of 1892	$10,922 71
Total expenditure for 1891, was	$49,311 33
" " " 1892, "	51,494 71
Increase	$2,183 38

Teachers' Salaries and Qualifications.

There were 116 teachers employed in the rural and village schools of this inspectorate during 1892, certificated as follows:—2 First Class, 42 Second Class, and 71 Third Class. One was temporarily qualified to take a junior room for six months.

In a wealthy and progressive County like Huron, there should be a larger percentage of First and Second Class teachers. If trustees would decide to employ teachers of a higher grade, many of the teachers now teaching on Third Class certificates would very soon secure Second Class certificates. It is false economy that induces trustees to engage the lowest priced instead of the best available teacher. Trustees should fix the salary as high as they can afford, and then engage the best teacher they can get for that salary. The initial salary should be increased for the next year if the teacher's work has been satisfactory. The hope of increased remuneration acts as a stimulus in every occupation. Until the teachers who do good work are better paid, many of the best teachers will leave the profession every year.

The sixty-two male teachers received an average salary of $407, and the fifty-four female teachers an average salary of $280.

Examinations.

Two uniform Promotion Examinations were held in 1892, and were taken by nearly all the schools. These examinations have proved to be a benefit to the schools. The classification is more uniform, and such subjects as history and composition receive more attention than before these examinations were adopted.

High School Entrance Examinations were held at Goderich, Exeter, Dungannon and Zurich; 241 candidates wrote at these centres, and 130 were successful. Twenty pupils wrote at other centres, of whom nine passed the examination.

At the Public Leaving Examination, Exeter Public School passed six pupils, Bayfield, No. 4 Usborne, No. 7 Hay and No. 7 Stanley, passed one each. In my opinion it

would be much better for both the Public Schools and High Schools, if one-half the Literature prescribed for the Public School Leaving Examination were dropped, and easy papers in Algebra and Euclid added.

Nineteen students attended the Goderich Model School, all of whom were successful. I have already visited a number of them, and find them doing good work.

The year 1892 was a very successful year for most of the schools in this inspectorate. I hope the "Compulsory Act" will be better enforced in the future than in the past. If it is applicable to rural sections, trustees and inspectors should receive instructions from the Department as to the proper way to enforce the Act.

County of Middlesex—East.

Extract from Report of John Dearness, Esq., Inspector.

Finances.

In 1889 the total expenditure for Public School purposes was $55,858.36; the two subsequent years showed a decrease. This year the amount is nearly what it was in 1889, being $55.433.64.

In the reports, money borrowed is credited to persons to whom, or to purposes for which, it was paid, and again credited when re-payment of the loan is made. This causes the expenditure to appear greater than it really is. As there is not any column for the re-payment of loans I am unable to show exactly how much the above total—$55,433.64—exceeds the real expenditure for all school purposes. It is probably about $5,000, as indicated in the schedule of receipts under the heading "Receipts from all other sources."

The balance carried over to the beginning of the year shows an increase. Five years ago, and always before that time, it fell below $10,000; in 1889 it was $11,500, and it has steadily increased until this year it is $14,506.71. The receipts for the year 1892 were classified as follows:

Balance on hand from 1891	$14,425 10
Municipal grants	3,292 48
Government grants	3,569 55
School taxes, and the $100 granted to each school	43,205 73
From all other sources	5,447 49
Total receipts	$69,940 35

The amount spent on sites and buildings shows an increase of $660. The several items of expenditure were classified:

Teachers' salaries	$41,157 73
On sites and buildings	4,487 48
On maps and apparatus	252 89
On fuel, repairs and incidental expenses	9,535 54
Balance carried forward	14,506 71
Total	$69,940 35

Teachers' Salaries.

Between three-fourths and four-fifths of the expenditure every year is for the purpose of paying teachers' salaries. The total amount entered in this column has shown a slight but steady decrease for the three years preceding 1892. Last year the sum increased

from $40,829.40 to $41,157.73, being an increase of $328.33, but there was one more teacher employed.

The average salary in each township was :

Townships.	In 1891.	In 1892.
	$ c.	$ c.
Biddulph	308 00	321 00
Delaware	373 00	351 00
Dorchester	356 00	364 00
London	344 00	351 00
McGillivray	362 00	370 00
Nissouri, W	353 00	340 00
Westminster	349 00	360 00
London West	355 00	353 00
Lucan	246 00	308 00

According to sex the average salary paid in each year for the past four years was :

——	Males.	Females.
	$ c.	$ c.
In 1889	446 00	315 00
1890	402 00	309 00
1891	401 00	309 00
1892	400 00	305 00

The average salaries for the counties of the Province was : for male teachers, $386 ; for female, $268.

The School Grant.

I am frequently asked why the grant is less now than in former years. The reasons are that the Provincial grant has been but slightly increased. In the older townships the population has decreased, while in the newer parts of the Province and in the cities and towns it has increased.

The total amount paid to Middlesex from the Legislative grant to Public and Separate Schools in 1882 was $8,785, while per the Minister's last report it was $6,784, a decrease of $2,000. In cities and towns the grant was in:

1872	$33,817 00
1882	63,079 00
1892	92,626 00

——	1872.	1882.	1892.
	$ c.	$ c.	$ c.
Biddulph	402 00	340 00	296 00
Delaware	342 00	236 00	198 00
Dorchester	588 00	544 00	458 00
London	1490 00	1330 00	1075 00
Nissouri, W	482 00	420 00	359 00
Westminster	845 00	686 00	558 00

This is not the first time I have referred to the disparity of the grant per unit of average attendance. In the grant per pupil London Township still takes the lead. The grant is based upon the census return of the whole population made in each year by the assessor. Councillors should every year remind assessors of this fact. In 1892 the Legislative grant for 200 days' attendance was in

London Township	$2 37
Westminster	1 86
Biddulph	1 78
McGillivray	1 73
Nissouri, W	1 65
Dorchester	1 60
Delaware	1 56

Teachers.

The proportion of male teachers to that of female teachers is eleven to eighteen, which is the largest proportionate number of the latter in any year up to date.

——	Male Teachers.	Female Teachers.
Biddulph	2	9
Delaware	3	4
Dorchester	5	10
London	17	13
McGillivray	9	5
Nissouri, W	3	10
Westminster	4	14
Lucan		3
London West	1	5

A smaller proportion of young men who pass the examination at the London High School seek to become teachers than of those who pass at the County High Schools. The reason appears to be that, in the city, young men discover other ways of turning their education to account, and hence the smaller proportion enters the teaching profession. In the last eight years, 137 young men entered the Strathroy Model School, while only fifty-six entered the London Model School, and fully half of these were from outlying High Schools. This fact suggests one of the reasons for the rapid increase in the number of lady teachers in the parts of the county adjacent to the city.

There were not any temporary special certificates granted in East Middlesex last year. Normal School provincial certificates were held by sixty-seven of the teachers.

School Population.

Last year gave another decrease in the total number of pupils registered.

The number in 1890 was 7,397.
" 1891 " 7,087.
" 1892 " 6,824.

——	Number of pupils registered.	Average attendance for whole year.	Percentage average is of the aggregate.
Biddulph	580	320	55
Delaware	421	240	57
Dorchester	915	540	59
London	1692	860	51
McGillivray	739	405	55
Nissouri, W.	755	410	54
Westminster	1044	570	54
London West	482	290	60
Lucan	196	110	56

The Minister of Education states in his last report that fifty-seven—the highest percentage of any county, was furnished by Waterloo. The average attendance of rural pupils for the Province was forty-eight, while that of East Middlesex last year was fifty-five.

Fifth Class work is done in a considerable number of the rural schools. Last year there were thirty-three who wrote at the Provincial Public School Leaving Examination, a larger number than tried in any other I heard of. This examination was established with what was intended to be a special regard for the needs of the agricultural and industrial interests.

Compulsory Attendance.

This year for the first time in the official reports appear statistics of the Truancy Act and regulations.

The appointment of a Truant Officer was compulsory in Lucan and London West.

In Lucan, Mr. P. E. Butler was appointed. He reported sending notices to eight persons warning them against the consequence of neglect. No complaint to a magistrate was made.

In London West, Mr. R. W. Ward found 23 children under fourteen years of age employed during school hours; he sent thirty-two notices to delinquents, brought two cases before the magistrate and also entered two complaints against corporations for violating the 10th section of the Act. One fine was imposed.

The duty of appointing a truant officer is optional with rural school trustees. In a few instances, out of a sense of duty towards the unfortunate children of careless parents, rural trustees appointed an officer. In this connection credit is due the trustees of S. S. No. 21, London Township. Here the truant officer notified all delinquents, and inveterate offenders were punished. Similar action was taken in the section adjoining London West. A considerable number of rural boards appointed truant officers last January. The need for such action is emphasized by the fact that last year's report returns eight children between eight and fourteen years not attending school at all, and 974 attending less than half the year.

Higher Education

There has been so much discussion concerning the cost to the County of rural pupils attending High Schools that I have made the following table of the approximate cost at the several schools.

Name of High School.	Paid by the County.		Average cost per unit of average attendance (Minister's report.	Average attendance of rural pupils.	Approximate cost to County per rural pupil.
	Equivalent to Legislative grant.	Under sec. 31, H. S. A.			
	$ c.	$ c.	$ c.		$ c.
Glencoe	679 14	274 85	33 86	58	16 45
Strathroy	1319 36	111 28	35 75	109	13 12
Parkhill	629 93	57 54	39 15	33	20 83
Lucan	651 95	319 87	42 44	37	26 59
Wardsville	450 57	.....	66 23		
London	.....	800 00	44 91	59	13 56

COUNTY OF MIDDLESEX.—WEST.

Extract from Report of H. D. Johnson, Esq., Inspector.

Financial Statement.

Trustees' receipts during 1892—

Balance from 1891	$ 9,375 75
Municipal grant, 1891	3,358 38
Legislative grant, 1892	3,505 52
School taxes for 1892	41,287 75
Clergy Reserve Fund, etc	2,648 15
Total receipts for 1892	$60,175 54

Trustees' disbursements during 1892—

Teachers' salaries	$39,786 42
Purchase of sites, buildings, etc	1,302 90
Libraries, maps, apparatus, etc	209 47
Fuel, lighting fires, etc	8,481 14
Total payments for 1892	$49,779 93
The total expenditure for 1891 was	$52,085 09
" " 1892 "	49,779 93
Decrease	$2,305 16

There was paid for the "purchase of sites, buildings, etc.," in 1891, $4,326.72; in 1892 there was paid for the same purpose only $1,302.80. This is the principal cause of the decrease in the expenditure, as the sums paid for the other items are nearly the same, and call for no special explanation.

The balance carried over by Trustees from 1892 in the townships and incorporated villages is $9,569.53, or an average of about $118 per school. It is somewhat larger than the balance of 1891. In Adelaide it is $550.09; in Caradoc, $2,351.53; in Ekfrid, $1,903.40; in Lobo, $1,431.18; in Metcalfe, $762.31; in Mosa, $1,125.94; in East Williams, $741.77; in West Williams, $703.31.

The amount paid for libraries, prizes, etc., is $209.47. This is frequently supplemented by money raised by school entertainments, which does not appear in the report. Clocks and Unabridged Dictionaries are often provided for the schools in the same way. Prizes were given in only ten schools. This custom is rapidly disappearing from the schools.

Section 40 (9) of the School Act of 1891 says: "It shall be the duty of Trustees, and they shall have power to provide for the payment of teachers' salaries quarterly, and if necessary to borrow on their promissory note, under the seal of the Corporation, at interest not exceeding eight per cent. per annum, such moneys as may be required for that purpose, until the taxes imposed therefor are collected." In the towns and incorporated villages this section of the school law is carried out by Trustees, but in many of the rural schools it is not. At the time of hiring, the teacher and the Trustees come to a mutual understanding as to how the salary is to be paid; generally speaking, the teacher is paid the grants when available, occasionally $100 at mid-summer, and the balance at the end of the year. The present balance is far from adequate to pay the salaries quarterly, but as it is increasing yearly, it shows a growing desire on the part of the Trustees to work up to the requirements of the school law.

The average cost per teacher for the inspectorate was $476.69; for 1891 it was $477.80, showing a decrease of $1.11.

The average cost of educating each pupil enrolled in the public schools of West Middlesex for 1892 was $8 33; for 1891, $8 41; for 1890, $9.01; for 1889, $8 35; for 1888, $8.06. For the Province, for 1891, $8.34; for 1890, $8 67; for 1889, $8 44; for 1888, $7.75.

Teachers and Qualifications.

——	Number of male teachers.	Number of female teachers.	Second Class.	Third Class.
Totals	53	56 (2 first)	58	48 (1 Kin.)

Of the 109 teachers, fifty-four received a Normal training; of the forty-eight Third-Class Teachers, thirty-eight held Junior Leaving Certificates, thus there were only ten teachers employed who held purely Third Class Certificates. There were seven less Third-Class Teachers employed during 1892 than in 1891. A large number of Trustees are anxious to place Second-Class Normal Teachers in their schools when engaging teachers. The proportion of male teachers to female teachers remains about the same from year to year in the inspectorate, while in the Province the female teachers are rapidly gaining in numbers. There were twenty-six schools that changed teachers at the end of the year. Of those changed the certificates of nine had expired. The supply of teachers in the inspectorate is now more than sufficient for the schools; as a result several of the successful students at the December Model School Examination were unable to secure positions as teachers for the present year.

Comparative View of the Salaries paid by the Different Municipalities.

Municipalities.	Male Teachers.		Female Teachers.		Highest Salary Paid.	
	1891.	1892.	1891.	1892.	1891.	1892.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Adelaide	410 83	407 67	298 67	310 89	450 00	500 00
Caradoc	370 89	371 12	318 75	325 00	435 00	435 00
Ekfrid	408 12	422 50	304 28	305 00	500 00	500 00
Lobo	421 25	413 34	329 29	331 00	475 00	475 00
Metcalfe	392 50	393 17	285 00	308 34	505 00	490 00
Mosa	405 00	380 89	292 00	263 00	490 00	500 00
Williams, East	387 50	405 00	340 00	352 00	500 00	525 00
Williams, West	363 34	353 34	300 00	310 00	475 00	425 00

Average male teacher's salary in 1891	$394 93
" " 1892	393 38
Decrease	$1 55
Average female teacher's salary in 1891	$308 50
" " 1892	313 15
Increase	$4 65
Highest salary paid to a male teacher in the towns	$850 00
" " " villages	525 00
" " " rural sections	500 00
" " female teacher in the towns	400 00
" " " villages	300 00
" " " rural sections	475 00

School Population and Attendance.

The average number of legal teaching days that the schools were kept open was in the townships, including the incorporated villages, 210 ; in the towns, 198.

I have again to report a decrease in the number enrolled.

The number registered in 1891 was	6,190
" 1892 "	5.976
Decrease	214

The percentage that the average attendance is of the number enrolled for the whole inspectorate is 56, for the preceding year 55 6. This shows a slight gain in the regularity of the attendance. The above statement shows the percentage to be less than it really is, as no allowance is made for the following when making out the results: (1) That the rural schools were kept open an average of only 210 days and the town schools 198 days, out of 220 days and 205 days respectively, the number of legal teaching days in the year. (2) Pupils moving into the inspectorate, or out of it, or from one section to another during the year are only credited with the time they attended each particular school in the school reports. (3) Pupils who came of school age during the year and attended the latter half of the year. (4) Pupils who passed the "Entrance" Examination at midsummer and stopped attending the Public Schools. If these facts could be accurately ascertained and allowance made for them, I have no doubt but that the percentages would in every case be materially increased.

Classification of Pupils.

At the close of 1892 there were 1,313 pupils in Part I. ; 1,148 in Part II. ; 1,060 in II. Book ; 1,106 in III. Book ; 1,169 in IV. Book ; and 190 doing Fifth Class work. There were studying Arithmetic, 5,976 ; Writing, 5.976 ; Drawing, 5,976 ; Geography, 3,765 ; Music, 3,046 : Grammar and Composition, 3,305 ; English History, 1,385 ; Canadian History, 2,319 ; Temperance and Hygiene, 4,236 ; Drill and Calisthenics, 3,544 ; Book-keeping, 135 ; Algebra, 135 ; Geometry, 121 ; Botany, 55 ; Physics, 40 ; Agriculture, 647.

The pupils are well classified in all the schools, and their progress as a whole is very satisfactory. In the case of some pupils in Part I., I am of opinion that the progress should be more rapid than it is at present. When a pupil of average ability is more than a year and a-half in this class there is something wrong, either with the teaching, or with the attendance of the pupil. In general, I find the average time in the inspectorate required by pupils to pass through this grade to be about a year. I have found several

that remained much longer than this in the class. During my visits to the schools I have endeavored to impress on the teachers the importance of giving special attention to beginners, in order to prevent them getting into careless, indolent habits. It is a matter of vital importance in the career of a pupil to get a right start, and the teacher that pays strict attention to this matter will be amply rewarded by the progress and correct habits of study of his pupils in after years.

The regulation with respect to the teaching of Temperance and Hygiene is very generally observed by the teachers. In nearly all the schools a portion of Friday afternoon is devoted to giving instructions to the pupils on the laws of health, and the dangers in the use of tobacco and stimulants. At the request of the Minister of Education a copy of the "Act respecting the use of tobacco by minors" was sent to each teacher with instructions that the nature of the Act, etc., be explained to the pupils two or three times during each school term.

Increased attention is paid to the teaching of Agriculture. As the Education Department has made arrangements for summer classes in this subject, it is to be hoped that a larger number of our rural teachers will avail themselves of the opportunity thus afforded for thorough preparation for teaching the subject. Whether the more general introduction of this subject into the public schools will be the means of preventing the exodus of the farmers' sons and daughters from the farms to the towns and cities is a question that time alone can solve, but it will at least awaken a deeper interest in the subject and if properly taught tend to create a "healthy sentiment" in the minds of the rural rising generation in favor of agricultural pursuits. The introduction of the teaching of Agriculture into the schools of France has been productive of very excellent results. Why not in Ontario?

Miscellaneous.

The authorized Scripture Readings were used in fifty-six schools, the Bible in forty-one; ninety-one schools or departments were opened or closed with prayer, and religious instruction was given by a clergyman in eleven schools as per Regulation 206.

The number of school visits were as follows: 251 by the Inspector, eighty-seven by trustees, thirty-seven by clergymen, and 244 by others—total, 639. This is a part of our educational system that is too much neglected. A good teacher is anxious to show Trustees his work, and an occasional visit from them is sure to do good to both pupils and teacher.

Two meetings of the Teachers' Association were held during the year, one in February and one in October. Mr. J. J. Tilley, Model School Inspector, was present at the February meeting, and Mr. S. H. Clark, Professor of Elocution of the Toronto Conservatory of Music, was present at the October meeting. Both these gentlemen contributed very materially to the interest of the meetings. Prof. Clark gave an excellent evening entertainment in Albert Hall, which was largely patronized both by teachers and the general public. One hundred and three teachers attended one or both of the meetings, the Model students also availed themselves of the advantage of the October meeting.

Thirty-two teachers-in-training attended the Strathroy Model School during the term of 1892. Of these twenty-nine were successful in obtaining Third-Class certificates.

The usual promotion examinations were held in July and December. The papers are prepared with a very great deal of care and with a view of (1) discovering whether the pupils have gone carefully over the course assigned, and (2) of ascertaining if they are prepared to do the work in the next higher form. The chief aim of all connected with them now is to conduct them so as to secure the thorough and uniform classification of the pupils in all the schools in the inspectorate. There is a record of each pupil's work and promotions kept in the Inspector's office, and thus a complete history of the pupil's progress and promotions from one class to another while he remains in the inspectorate is furnished, from the time he enters school till he completes the public school course or is withdrawn.

County of Peel.

Extract from Report of Allan Embury, Esq., Inspector.

In presenting my Report for the year 1892, I have to state that the Provisions of the School Law and Regulations have been carried out to the best of my ability, and that, after four years experience in the work of inspection, I have found that a careful attention to the duties involved therein, is productive of the best results when the regulations as to inspection are carefully followed. Many of the schools in the County were visited three times during the year. Teachers, generally, evinced a greater degree of interest than usual in their work, and I am warranted in making the statement, that with very few exceptions, the schools made satisfactory progress.

The improvement in point of apparatus and repairs has been most marked. Five new brick school houses were erected during the year. Union S. S. No. 5, Toronto Gore, including portions of the Townships of Vaughan and Etobicoke, in the County of York, was divided in 1891 into two new union School Sections, and early in 1892 preparations were made for erecting new buildings therein. These school buildings were completed in August last, and it would be difficult to find two better rural school houses in the Province of Ontario, due attention being paid to heating, lighting and ventilation. The Trustees of S. S. No. 9, Caledon township, erected a most commodious and neat school house, to accommodate an average attendance of forty pupils, and in point of neatness and finish, as well as in all essential points, this building takes a first rank. In S. S. No. 12, Chinguacousy Township, the school house was burned early in 1892, and the Trustees with commendable spirit at once set to work and succeeded in having a new school house opened in August, which is not only a marked improvement upon the former building, but is a credit to the Municipality, and a testimony to the liberality of the Trustees. In S. S. No. 19, Chinguacousy, a wretched and unsightly structure had for many years marred the landscape, but the force of public opinion and the onward march of events were in the end too strong to permit longer any inaction on the part of the Trustees, and to-day there stands upon the old site a building which will continue for long time to be the pride of the community. The true significance of healthful and inspiring surroundings for pupils is too frequently lost sight of by Trustees and school supporters generally. In older sections, with a stationary population, but with buildings going gradually to decay, the attendance of pupils gradually dwindles, until the opinion becomes current that the small school thus evolved by the very nature of the surroundings and conditions, does not call for any increased accommodation, improved equipment, or renovated rooms and tidy premises. The neglect of these points verily brings its own reward. In all of these school sections, where new buildings have been erected or the surroundings of the pupils improved, the attendance has increased both as to number and regularity, and I may remark that all over the County the increase of attendance has gone on for the past four years, mainly in these sections where the greatest improvement in point of school buildings, general equipment and thorough teaching has been made. Our people everywhere need to be aroused to a candid and careful study of school questions, and should be better informed on such questions by all school officers and by the voice of the press.

Teachers and Salaries.

Municipality.	I. Class.	II. Class.	III. Class.	Highest Salary.	Average Male Salary.	Average Female Salary.
				$ c.	$ c.	$ c.
Albion Township	0	5	12	575 00	398 12	287 23
Caledon "	0	5	15	475 00	355 50	315 75
Chinguacousy "	1	10	9	500 00	425 00	360 00
Toronto Gore "	1	1	2	425 00	408 33	350 00
Toronto "	0	11	15	550 00	390 50	317 70
Brampton	1	10	0	800 00	800 00	322 50

There was a decline of eight in the number of Second Class teachers, and an increase of two in the number of First Class teachers. There has, therefore, been a net increase of six Third Class teachers.

The teachers in this County are diligent and painstaking as a class, but the stress of examinations is still discernible in their ordinary work. Too often the chief objects of school life and training are suffered to drop out of sight. The inculcation of moral principles, the upbuilding of character, the strengthening and development of specific powers, the rational study of the facts of the child's mental life, and the fostering of special aptitudes, receive but scant attention from the teacher in these days of gauging the teacher's success by the criterion of numerical results. As a consequence, the best works in educational literature are neglected, the principles of the teachers art and the foundations of educational science, do not become the subjects of investigation, but the cry comes up on all sides for educational methods and expedients, which are all right as fruitful in suggestion, though pernicious when slavishly copied. I have everywhere made it my aim to urge upon teachers the necessity for independent methods founded upon the results of study and investigation. Those teachers who intend to remain in the profession, are as a rule earnest students of the principles of the science and art of their profession, but such is not the case with the teachers who are but temporarily engaged in the work of educating children. The latter class is constantly increasing, much to the detriment both of the teaching profession and of the cause of education.

The attendance of pupils for the year 1892 has been more regular than in any previous year, although the provisions of the Truancy Act have not been carried out as successfully as a healthy state of public opinion would suggest. The township Councils have as yet made no move toward the appointment of truant officers for the municipalities, and the few cases brought before the magistrates have been due to the vigilance and public spirit of Trustee Boards. A Truant Officer was appointed for each of the municipalities of Brampton, Bolton and Streetsville, and the result has been an increased and more regular attendance than in former years. Irregularity of attendance, absence of educational enthusiasm, parsimony in school matters, and disregard of the Inspector's suggestions or recommendations, obtain more particularly in the older settled townships and localities where the initial stage of progress was passed years ago, and the people have come to look upon the accomplishments of these years as fixing things for all time. Here there is much apathy, and a general characterization of the suggestion of a better state of things as innovation. In localities of later settlement, just passing through the initial stage of progress, it is not difficult to secure the proper equipment of a school. The great difficulty I encounter everywhere is in keeping alive in the minds of Trustees and people, the idea that progress is made continuous by constant vigilance. The let-things-alone principle seems to have taken strong hold upon them.

Classification of Pupils.

The classification is the most satisfactory that our schools in Peel have reached. Twenty-three per cent. belonged to Part I. of First Class, sixteen per cent. to Part II. of First Class, eighteen per cent. to Second Class, twenty-one per cent. to Third Class, twenty per cent. to Fourth Class, and two per cent. to Fifth Class. The classification according to the Reader employed, and the assignment of certain portions of each subject as the work of each class as provided by the prescribed programme, is, by far, too inelastic. Many portions of such subjects as geography, history, drawing, now separated as the work of different classes, could well be taken by the three higher classes together, and much valuable time saved. Much time is lost also in the illogical arrangement of studies followed by many teachers. For instance, in arithmetic, reduction and the compound rules could well be treated as but practical applications of the simple rules, and the tables of weights and measures could be taken up incidentally in connection with the simple rules in their practical application. I am also of the opinion that the lessons in the Readers should not be taken as they occur, but that they should be classified into poetry, biography, natural history, physical science, adventure, etc., and that each list of lessons

should be gone through in its entirety. According to the present practice, the selections in our Readers being too short, the transition from one species of composition to another is too abrupt, and the natural sequence of subjects is entirely disregarded. In consequence, our pupils never become impressed with the style of an author, never continue at one species of composition long enough to acquire a taste for it, and never gain any organic knowledge of a subject as a whole.

Financial Statement.

——	Trustees Balances from 1891, and receipts from all sources.	Trustees total Expenditure.	Balance on hand from 1892.
	$ c.	$ c.	$ c.
Totals	61,527 95	51,654 76	9,873 19

The average cost of education per pupil for the whole County, was $8.80; the average cost per pupil for Albion, was $7.19; for Caledon, $7.24; for Chinguacousy, $10.23; for Toronto Gore, $22.10; for Toronto, $8.22; for Brampton, $8.64. The increases in Chinguacousy and Toronto Gore were due to the building of the school houses already referred to. The total receipts from all sources for 1892 exceed the receipts for 1891 by $3,702.88, while the total expenditure for 1892, exceeds the total expenditure for 1891 by $4,128.06, showing that while the total amount payable to teachers was more for 1892 than for 1891, much more must have been expended in improving the school buildings and premises, in equipping the schools, and in adding to the general well-being of the pupils of the County. The expenditure for maps, apparatus and furniture, was nearly five times as great in 1892 as it was in 1891. All this points to a renewed interest on the part of Trustees and ratepayers.

Entrance Examinations.

Entrance Examinations were held as usual at Bramption and Streetsville High Schools, and at Bolton and Charleston Public Schools. The following table exhibits the statistical information :—

	Brampton.	Streetsville.	Bolton.	Charleston.
Number of candidates	129	40	53	24
Number successful	77	23	31	6
Percentage	59.7	57.5	58.5	25

Total number writing in County ..... 246.
Total number successful ..... 137.
Percentage ..... 55.7.

Much improvement was noticeable in the writing and in the method of putting down the work. The mark in reading was higher than at previous examinations, and the general knowledge displayed by candidates was appreciably greater than in former years.

The subject of agriculture is not as widely taught in the Public Schools as I could wish. The facts telling against the subject are, in brief, the comparative lack of knowledge of the subject on the part of the teachers, the position it occupies as a simple bonus at the Entrance Examinations, and the multiplicity of subjects on the Public School curriculum. The subject should receive special attention in the Normal and Model Schools, should be made a compulsory subject at examinations, and should be made the foundation for the study of the rudiments of botany and physical science in the rural schools.

Our Teachers Institute held its annual Convention in April, and was a most decided success. The teachers are beginning to take more interest and a greater share in the work and discussions, and are evincing a growing desire for a more thorough knowledge of educational questions. The professional library established in connection with the Institute is patronized by the more progressive teachers, and is aiding in stimulating educational enquiries of a general character. This is as it should be. Too many teachers confine their professional studies to their immediate work and its consequent difficulties, to the neglect of that higher field of educational study, a knowledge of which in its comprehensiveness is necessary to the proper understanding of the relation of any particular phase of educational work to the whole. The increasing number of examinations has much to answer for in this direction.

The Brampton Model School still continues to give satisfactory results. Fourteen students attended during the session of 1892, and all proved successful at the closing examination. I have constantly urged the introduction of a mixed school to correspond with a rural ungraded school, into the Principal's department, in order that Model School students might be trained in methods of organization and management that would more fully equip them for rural school work. I hope to see these suggestions adopted during the ensuing Model School term. Brampton Model School has been liberally dealt with by the County Council's granting $100 additional to the amount annually granted as an equivalent to the Government grant. The same body gave also $25 toward the Teachers Library. On the whole, I may say, that the Peel County Council has displayed a commendable spirit of liberality toward both the High and Public Schools of the County.

A word as to Religious instruction in the Public Schools. The schools using the Scripture Selections numbered fifty-eight; the schools opened or closed with prayer numbered eighty-four; number in which Bible was read, thirty-six; number in which religious instruction was given, twenty. The questions have frequently been asked: Can Moral Instruction be imparted in Public Schools? Must Moral Instruction disclose the basis upon which it rests? Must Moral Instruction be based upon Religious Instruction? My experience leads me to answer the first two questions in the affirmative, and the last most decidedly in the negative. To teach Religion is the duty alike of the Church and the home. But an intellectual acceptance of the truths of revealed religion does not necessarily bring in its train true morality, indeed the most complete intellectual acceptance of religious truth is quite compatible with practical infidelity, which obtains wherever such acceptance is not conjoined with a recognition of the world's moral order, and with the fulfilment of the duties we owe to mankind in the sphere of active life. The mere reading of the Scriptures in our Public Schools, beyond securing a due recognition of the Bible's authority and a just reverence therefore, is barren of any great moral results. I am of the opinion, that, in the years of school life, the great objects of moral instruction, apart from religious teaching, may be attained by the teacher's leading his pupils to a full recognition of the moral order of the world as disclosed in the study of literature, history, biography, and even of many other ordinary school studies. This, in addition to the faithful discharge of their duties by the Church and the home, will be found productive of the desired results, and at the same time inoffensive to denominationalism. There is not a single lesson in poetry; there is no historical record; there is the sketch of no heroic career; which it not in every line susceptible of being made a moral lesson; which will not illustrate the duties of men to their fellows; which will not afford ample admonition to reach the conscience and elevate the soul. To effect these results is one of the chief ends of all education; and the field of parable, of moral instruction, and of religious comprehension, lies all along the educational highway, and must be cultivated sedulously that

fruit may be borne in later years. The advocates of Religious Instruction in our schools are engaged in a struggle which, at all events, if not entirely barren of material results, will be productive of increasing sectarian bitterness. To my mind, Religious Instruction in the schools is quite out of the question. Even were it brought to pass, teachers would still, by the practice of their profession, be impelled to bring their pupils to final standards and conclusions. These standards and conclusions would constitute dogmatic theology, the teaching of which will continue out of the question until there come a consensus of opinion among the Churches all the way from the broadest fundamentals to the narrowest conclusions. I am safe, however, in making the assertion that morality can be and is widely taught to-day in our Public Schools, and that the ordinary school lessons are more and more being made the occasions and foundations of moral lessons.

County of Victoria, East.

Extract from Report of J. H. Knight, Esq., Inspector.

Since my last Report a handsome and commodious school house has been erected in Section No. 9, Ops, being about three miles from the Village of Omemee, and within sight from the travelled road to Lindsay.

Preparations are being made for the erection of a new school house in Section No. 1, Verulam, between Dunsford and Bobcaygeon, and also a four-roomed school house in the East Ward of the Town of Lindsay.

The present half year has been remarkable for the number of schools closed on account of sickness. No less than thirteen departments have been closed, for longer or shorter periods, on account of diphtheria, four at Bobcaygeon, four in Verulam, four in Somerville, and one in Emily. A large number of children have been kept from school on account of measles in Lindsay and in various sections. During last half year I was unable to examine the school in Section No. 11, Emily, owing to the absence of the teacher through illness. Every department has been examined by me this half-year.

The number of Public School Teachers in East Victoria, including the Model School, is sixty-eight. Of these one holds a First Class Certificate, thirty-one hold Second Class, 34 Third Class, and two permits. One school, S. S. No. 5, Somerville, has been closed two and one-half years for want of pupils. Twenty-three departments changed the teacher at the end of 1892, and four at other periods of the year. Of the teachers engaged for 1893, twelve were beginners.

The number of teachers in training who attended the Model School at Lindsay in 1892 was thirty. They all obtained Third Class Certificates. Eleven of them are now teaching in East Victoria. Renewal certificates were granted to two candidates who had attended a former session of the Model School, and their certificates having expired they wrote at the final examination of 1892.

The number of candidates who wrote at the Entrance Examinations in this county in 1892 was 320; at Lindsay 113, at Omemee 31, at Oakwood 76, at Kirkfield 51, at Fenelon Falls 30, and at Bobcaygeon 19. The number who passed was 112; at Lindsay 48, at Omemee 13, at Oakwood 13, at Kirkfield 18, at Fenelon Falls 15, and at Bobcaygeon 5.

The number of candidates who wrote at the new Public School Leaving Examination was 27; at Oakwood 3, at Kirkfield 7, at Fenelon Falls 5, and at Bobcaygeon 12. The number who passed was 15; at Oakwood 1, at Kirkfield 4, at Fenelon Falls 5, and at Bobcaygeon 5.

The regulations respecting Teachers' Institutes allow us to hold two general conventions in each year, or one general convention and a series of Township Institutes. During the last three years we have adopted the latter plan with great advantage to the

teachers. In October last Township Institutes were held at Bobcaygeon and Kinmount of one day each, having two sessions for teachers, and an evening session for the public. Besides the teachers for parts of East Victoria, we had at Bobcaygeon, teachers from the County of Peterborough, and at Kinmount, teachers from the Counties of Peterborough and Haliburton. I was assisted by Inspecter J. C. Brown, of the County of Peterborough, at both Bobcaygeon and Kinmount, and by Inspector Dr. Curry, of the County of Haliburton, at Kinmount. The attendance of teachers throughout, and also of the public at the evening sessions, was in every case very satisfactory.

On the 18th and 19th of May last, the annual convention was held at Lindsay. In addition to our own teachers, Inspector Mackintosh, of North Hastings, and Inspector Reazin, of West Victoria, attended and assisted in the subjects discussed. The evening lecture was delivered by the Rev. Professor Clark, of Trinity College, Toronto, on "Kingsley's Water Babies." The large hall at the Collegiate Institute was well filled.

County of York—North.

Extract from Report of A. B. Davidson, Esq., Inspector.

Teachers.

During the year 1892, 112 teachers, classified as follows, were employed: Provincial first-class, four; second-class, forty-three; third-class, sixty-two, temporary, one; Old County Board first-class, two. Exclusive of the towns the average salary of male teachers was $430 and of female $300; a difference of salary that cannot be justified by the facts of the case.

Population.

Returns made by trustees show the rural and village school population to have been on the 31st December, 7070. For 1891 it was 7627, showing a decrease for 1892 of 557. For 1892 the Township of Georgia shows an increase of 77; North Gwillimbury a decrease of 12; East Gwillimbury a decrease of 316; Whitchurch a decrease of 35; King a decrease of 213, and Vaughan 58.

Returns made by teachers show the enrolled school population to have been 6345 for 1892, and 6445 for 1891, showing a decrease of 100.

Attendance.

162 children, between the ages of eight and fourteen, attended no school, and 1296 did not attend 100 days as required by law, or in all, 1458 children did not receive their legal school privilege. This unfortunate condition of things will not be improved until a truant officer is appointed for each township. The great value of the Truancy Act is apparent wherever it has been energetically put into force. I have yet to receive the first complaint from parent or ratepayer against those who have put the Truancy Act into effect.

Classification of Pupils.

The 6354 pupils were classified as follows:—Part I. 1493; Part II. 937; Second Book, 1447; Third Book, 1357; Fourth Book, 952; Fifth Reader, 168. All pupils take the ordinary subjects of instruction. The undermentioned figures will indicate the extent in which the more special subjects are studied: English History, 1391; Canadian History, 1442; Temperance and Hygiene, 1959; Drill and Calisthenics, 2682; Book-keeping, 214; Algebra, 154; Geometry, 107; Botany, 43; Elementary Physics, 43; Agriculture, 246.

Finances.

The total receipts of the rural and village schools were $56,584.51 which was classified as follows :—

Balance from 1891	$10,344 27
Municipal Grant, 1891	3,586 32
Government Grant, 1892	3,092 13
School Tax on Property,	32,045 75
Clergy Reserve Fund, etc.	7,516 04
Total	$56,584 51

Expenditure :

Teachers' Salaries	$35,497 70
Purchase of Sites, Buildings, etc.	3,212 24
Libraries, Maps, etc	250 36
Fuel, Caretaking, etc.	7,368 63
Total	$46,328 93

Balance on hand, December 30th, 1892, $10,255.58.

Buildings.

The condition of the school buildings is steadily improving. All new buildings are built of brick, and nearly all are provided with a basement sufficiently large to furnish accommodation for furnace, fuel and a play room suitable in wet or cold weather. During the year two buildings were burnt down. In both cases the fire is believed to have had its origin in defective fire arrangements A steady improvement is also taking place in the seats, desks and blackboards, the latter being now placed within two feet of the floor and in some cases placed all round the building, giving thereby ample opportunity for illustration, etc , to the teacher, and making it possible for whole classes to execute their work simultaneously at the blackboard. No platforms for teachers are now used where the blackboard is low, thus adding to the space for classes, and adding to the convenience of the teachers as well.

Entrance Examinations.

The Entrance Examinations were held at Sutton, Newmarket, Aurora and Richmond Hill At Sutton, 33 candidates wrote and 16 passed ; at Newmarket, 89 candidates wrote and 44 passed ; at Aurora, 60 candidates wrote and 32 passed ; at Richmond Hill, 56 wrote and 26 passed. In all 238 wrote and 118 passed, or nearly 50 per cent.

Two candidates presented themselves at the P. S. Leaving Examination. This was the first time this examination was held.

Uniform Promotion Examinations.

In April, 1038 candidates wrote in 68 schools. In December, 1064 candidates wrote in 71 schools. Each pupil that obtains a sufficient number of marks to pass, receives a plain certificate. Each pupil that obtains two-thirds of the total number of marks obtains a lithographed diploma as also last pupil that passes the Entrance Examination I hope soon to be able to present a special diploma to any pupil whom I find on my visit to a school distinguishing himself for good conduct and special excellence in any subject of school study. Wherever these Uniform Promotion Examinations are carried out agreeably to the regulations and the spirit of the regulations, much good is accomplished. Wherever the teacher lacks moral courage or the intelligence necessary to the proper carrying out of the examination, evil is sure to ensue.

Teachers' Association.

The Teachers' Association held its annual meeting at Newmarket on the 25th and 26th of May. The teachers of the Inspectorate were largely represented and took an active part in the work of the Institute, which consisted chiefly of a series of lessons on psychology, conducted by myself, bearing on the every day work of the school room.

The Library of the Association continues to be fairly well patronized. A number of new books are to be added soon. The Association also encourages teachers to subscribe for educational papers and magazines by paying 25 per cent. of the cost on the teacher becoming a member of the Association.

The Model School.

The Newmarket Model School was attended by 20 students, all of whom passed the examination prescribed by the Education Department, and nearly all are now teaching in the Inspectorate. The session of the Model School is at present a session of 13 weeks, a length of time for training by no means adequate to the necessity of the case. If we are to have good schools we must have efficiently trained teachers.

Miscellaneous.

The average cost per pupil to the Section and Municipality was, for rural and village schools, $7.10.

In 61 schools The Scripture Readings was used ; In 32, The Bible ; 87 are opened or closed with prayer.

The principal defects, not of our Public School System, but in the carrying of it out are : 1st, Insufficient salaries. 2nd, Too young and inadequately trained third-class teachers. 3rd, Lack of friendly counsel between teachers and parents. 4th, Too rapid promotion of pupils from class to class, and as a consequence thoroughness as a habit of work is not acquired in school and therefore seldom or ever in after life. This is nothing short of a misfortune to the pupil, as the method of work for ever abides with him and is of infinitely more importance than the matter. 5th, Lack of a truant officer for each township.

District of Algoma.

Extract from Report of D. McCaig, Esq., Inspector.

In submitting my report of the Public Schools in the District of Algoma for the year 1892, I find that I am unable to compare closely the educational growth and progress of the District for the past year, with that of the years immediately preceding. This is owing chiefly to the fact, that during the year 1892, a number of towns were incorporated in the District, and these are now reporting directly to the Department. Full financial and other statistics are not now at my disposal. I am, however, able to report from the data still at hand, that there has been a large increase in the amount of money spent for Educational purposes, as well as a steady increase in school attendance.

The following summary shows how matters stand as regards school sections and school houses, as well as teachers and their standing up to the close of 1892. From School returns and other data, it appears that 129 school sections have now been formed and 124 school houses have been built or rented up to date, and that 108 of these were open for the whole year (1892). 7 were open for six months of the same year and 9 were closed the whole year—5 of these for some time, owing chiefly to the removal of settlers from these sections to other parts of the District or Province.

In these schools, as above set forth, 136 teachers were employed during the year or for some portion thereof. The standing of these teachers will appear upon the following classification.

Teachers.

Male	51.	Female	85

I. Class Professional	3
I. Class Non-professional	2
I. Class Old County Board	2
II. Class Professional	20
II. Class Non-professional	7
III. Class Professional	25
III. Class District (Non-professional)	69
Temporary (Permit)	8

The above classification shows a slight increase in male and professionally trained teachers over the conditions of the previous year, but still manifests an undesirably large number of untrained teachers, from whose labors the best results cannot be expected. The Teachers' Institutes held in the District during the past few years have done something to remove this difficulty, by awakening interest and securing better methods in school work ; but many teachers, on account of distance, cannot attend these Institutes, so that the great drawback to successful school management and progress is still the lack of Model Schools in the District. Till these have a place in the Educational machinery of this part of the Province, no very satisfactory results can be expected from teachers who have no professional training, and who obtain even their limited non-professional qualification, in many cases, in the small ungraded schools near their own homes.

Training Schools.

Last year two Training Schools were established in the District during the Fall Term, and during that year (1891) were only a matter of experiment. These schools were located one at Sault Ste Marie, the other at Gore Bay, and this year (1892) have done excellent work, as the non-professional Examinations for July last have fully demonstrated, and I think justified their establishment, for even without professional training the pupils taught in these schools have an advantage as teachers over those who graduate from the small ungraded schools of the District.

Progress.

In saying a word about the Educational progress of the District during the year, it might be noted that five new sections have been formed and four new schools opened in 1892—also, that a number of commodious and well-built frame school houses have superseded the old log buildings which have begun to disappear from the wealthier sections. These have all been finished with improved seats and desks, shipped in from the manufacturers in the older parts of the Province. In many of the better class of log schoolhouses also, the old fashioned desks and benches have been replaced by similar improvements. The real Educational progress of the District is, however, much more manifest in the Towns and Villages than in the rural sections. Here, where only a few years ago, the school accommodation consisted of, only one small, poorly equipped room, with the school taught by an untrained teacher holding only a local certificate, may be found large and substantial brick and frame school-houses, costing from three to twelve thousand dollars, and taught by First and Second class teachers, who have been fitted for their work in the best Training Schools of the Province.

Financial.

This year three new Towns have been incorporated in the Algoma District. Their financial statements have, therefore, been made directly to the Department and apparently reduces the Educational Expenditure of the District as shown in the Inspector's Summary Report, yet notwithstanding this, the expenditure this year for the Rural

Sections alone, is nearly equal to that of last year, with these towns included. In the Rural Sections about $45,000 have been spent on the maintainence of Education; and in the seven towns of the District about $25,000 more, raising the total expenditure to something in the neighborhood of $70,000—of this sum about $40,000 has been paid to teachers, with salaries varying from $900 to $250.

The same remarks will also apply to the attendance, that for the rural districts showing but little diminution from that of last year with the three towns referred to above included.

This progress, which is to some extent at least, satisfactory, is due no doubt, to the growing importance and increasing population of the District, and would not be at all so manifest in the older portions of the Province where conditions have become more stationary. The great want of the District is, however, Model Schools, as no satisfactory progress can be made from the modern Educational standpoint, without these adjuncts to the teacher's full equipment for his work.

District of Nipissing and Parry Sound.

Extract from Report of Rev. Geo. Grant, Inspector.

Nipissing District.

Two School sections have been formed, one in the organized township of Mattawan and the other in the organized township of Papineau. The following changes have taken place in the School Sections of the township of Springer:—What was formerly Public School Section No. 2, Springer, dissolved, and has been re-organized as a Roman Catholic Separate School. The supporters of this school are all French Canadian and Roman Catholic. And what has hitherto been known as Protestant Separate School No. 1, Springer, has taken the necessary steps to be recognized as a Public School, and will be known in future as Public School Section No. 2, Springer. Both of these schools are in the neighborhood of Cache Bay, and in part cover the same territory.

The school in S. S. No. 1, Blezard, has been closed since the Blezard mine changed hands in 1891, and now that the mine has been shut down for the winter, and perhaps for a longer period, there is little prospect of the school being opened again in the near future.

Four new school houses were built in the district during the year, viz., at Warren, in S. S. No. 1 Mattawan; in No. 2, Papineau; and in No. 1 Chisholm.

There are altogether thirty Public Schools and Departments now in the District. Twenty-eight of these were open during the year, twenty-two for the whole year, and six for terms varying from six to nine months. Thirty-four teachers were employed, qualified as follows:—

B. A., with prof. training in School of Pedagogy	1
Second Class, Normal trained	5
Second Class, Non-Professional, Model trained	3
Third Class, Model School trained	11
Total Professional trained	20
Third Class Non-Professional, District	9
Temporary	5
Total Non-Professional	14

Training Schools.—The Training Schools, although but yet in their infancy, have done fairly good work. At the time of my second visit, in November last, North Bay had 23 on the roll of the training department, 18 of whom had passed the Entrance Examination. This school sent up 3 candidates to the late District Teachers' Examination, and 5 to the Public School Leaving Examination. Mattawa had 12 on the

roll of the training department, 11 of whom had passed the Entrance Examination. The school sent up 4 to the Public School Leaving Examination.

Teachers' Institute.—In accordance with your welcome notice of 13th October last, authorizing the formation of a Teachers' Institute for the District of Nipissing, arrangements have already been made for the holding of the first Institute at North Bay, in the latter part of June next.

Examinations.—For Entrance, 55 wrote and 24 passed. For Public School Leaving, 13 wrote and 3 passed. For District Teachers' Certificate, 8 wrote and 6 passed. For Primary, 1; and for Junior Leaving, 1; both failed.

Model School.—A movement has already taken form looking towards the securing of a Mode School for the districts. If the districts develop as rapidly in future as in the last few years, this will soon be a necessity.

Parry Sound District.

New Buildings.—Six new school houses have been built this year. Two of these, viz, one at South River, and the other at Trout Creek, are large, substantial, two story buildings, with accommodation for two teachers, and, costing in the neighborhood of $1,500 each. One building was burnt. The disastrous fire, which, last May, swept Byng Inlet North out of existence, destroyed the school house with all its contents. As Byng Inlet South suffered severely by fire, two years ago, what is now left of the Byng Inlets, may probably be accommodated by one school, so that there is little prospect of this school house ever being re-built.

Schools and Departments.—The number of schools and departments now in the district is 115. Of these 112 were open during the year, 93 for the whole year, and 19 from six to nine months.

Teachers.—One hundred and twenty-seven teachers found employment in the districts within the year. Qualified as follows:—

First Class Professional, Normal trained	4
Second Class Professional, Normal trained	11
Second Class Non-Professional, Model trained	8
Third Class, Model trained	66
Total Professional trained	89
Provincial Third, Literary	3
District Third, Literary	33
Temporary	2
Total Non-Professional	38

These figures show, in some degree, what is being accomplished in the way of elevating the standard of qualification of the teachers of this district. Two years ago there were only 55 professionally trained, and 89 non-professionally trained teachers. This year these figures are more than reversed. There being 89 professionally trained, and only 38 non-professionally trained teachers. Seven years ago less than $\frac{1}{5}$ of the staff were trained teachers; now more than $\frac{2}{3}$ are trained.

Examinations.—Fifty candidates wrote at the Entrance Examination, and 16 passed. 36 wrote at the District Teachers' Examination, 14 had their certificates renewed, and 19 were admitted to the District Model School. There were no candidates for the Public School Leaving Examination. As in the previous year, the examination was regarded with general indifference. It is to be hoped that the changes recently promulgated will tend to make it more acceptable to teachers and pupils.

Model School.—The Model School continues to do good work. It has been an important and helpful factor in our struggle, as above noted, to raise the grade of qualification of teachers throughout the district. Eighteen pupil-teachers have been in attendance this year.

Training School.—The Burk's Falls Training School has done fairly well in the line of work for which Training Schools are established. At the time of my first visit in February, there were 11 names of pupils entered on the roll of the training department, all of whom had passed the Entrance Examination. At the time of my second visit in September, 14 names were entered on the roll, but the greater number of them had not yet returned since the summer holidays. This school sent up 6 candidates to the District Teachers' Examination, and five passed for entrance to the District Model School.

Institutes.—Two Institutes were held. One at Sundridge in East Parry Sound, on the 29th and 30th days of June, and the other in West Parry Sound at the town of Parry Sound, on the 7th and 8th days of September, both under the direction of Wm. Houston, Esq., M.A., Director of Institutes. They were unusually well attended by the teachers of the district, and gave the greatest satisfaction to all concerned. Steady progress can be noted both in the interest taken by teachers in the meetings, and in the growing readiness, on the part of all, to throw themselves into the work of the Institutes.

Visits.—One hundred and forty schools and departments were open in the two districts of my inspectorate. I made, during the year, 188 visits; thus going over the whole field once, and overtaking 48 of the more important and more easily reached schools a second time. As happens, almost every year, a few were closed at the time of my visit, and I failed to see them in operation. But where it was possible, I saw the trustees and gathered what information I could in regard to the condition and general management of the school.

Gathering up some of the foregoing figures, we have the following gratifying evidences of progress in both sections of my inspectorate. In the two districts there are 145 schools and departments, including the new buildings; 140 were open during the year; 161 teachers employed, 109 professionally trained, 52 non-professional; 13 wrote at the Public School Leaving; 46 at the Teachers' Examinations and 105 at the Entrance.

2. Roman Catholic Separate School Inspection.

Report of J. F. White, Esq., Inspector, Eastern Division.

The following table gives the number of school buildings and of teachers in this inspectorate for the present year, and makes a comparison of the totals with those for 1892.

——	Number of Schools.	Teachers.	Teachers.		Teachers.	
			Male.	Female.	Religious.	Secular.
Rural Sections	123	137	16	121	12	125
Villages	16	44	8	36	23	21
Towns	21	78	12	66	36	42
Cities	31	117	40	77	105	12
Total, 1893	191	376	76	300	176*	200
Total, 1892	185	365	80	285	176	189
Increase	6	11	.....	15	.....	11
Decrease	.....	.....	4	.....	.....	.....

* Of the Religious teachers, 38 are male, an female.

One fact worthy of note, shown by the above table as by those of previous years, is that the gain in numbers is altogether with the female teachers, who are gradually driving the male teacher out of the profession. There are two causes however that make the number of male teachers greater in this inspectorate than it otherwise would be. First, the employment of the Christian Brothers as teachers in some boys' schools. Of this order there are engaged in Renfrew, three, and in Ottawa, thirty-five, so that they form one-half of the total number of male teachers in this division. Second, several of the rural sections in the French district are enabled to employ male teachers since they are willing to accept a lower salary than that usually demanded by male teachers in English speaking districts. It would be a matter of regret if the Board should be unable to offer large enough salaries to induce a fair number of capable, earnest male teachers to remain at the head of the larger schools, rather than to have them leave for other professions where the monetary inducements seem greater.

New Sections.—In addition to the number of schools given in the above table, there are several sections newly formed, or now being organized, that will be opened next year as Separate schools. The following sections went into operation this year as Separate schools: 5, Cambridge; 7, 12, North Plantagenet; 8, South Plantagenet; 4, Russell; 2, Springer; in all, six new sctions as compared with sixteen last year, and twenty-two in 1891.

New Buildings.—This year has not brought about so many improvements under this head as did some of the recent years. In a considerable measure this is doubtless owing to the pressure of hard times, rendering the ratepayers less willing to assume new burdens for the present. Neat and comfortable frame buildings have however been provided in several rural sections, among others are 7 and 6 Caledonia and South Plantagenet; 2 Ferris, 12 North Plantagenet, 4 Russell, 4 Yonge and Escott. There has been but little improvement in the urban buildings though some of them are not yet so good as could be desired.

Attendance.—This subject is one of the greatest importance in connection with the progress of the schools, and some few statements in regard to it may be of interest. In general it is found that the attendance in the eastern part of the Province is less regular than in the western. There are several causes to account for this difference, which is true of the Public, as of the Separate schools. The returns for 1892—the latest to hand—show an average of 56 per cent. for the Eastern division, and 59 per cent. for the Western. It is gratifying to find that the figures for the past few years, give a steady and substantial improvement in this respect.

——	Whole Province.	Counties.	Cities.	Towns.
1890	53	47	55	59
1891	57	54	59	60
1892	58	52	62	61
Increase in three years	5	5	7	2

For this Eastern Division the figures for the same three years are as follows :—

Attendance, Registered Average, Percentage of Average to Registered attendance.

	Whole Eastern Division.			Rural Sections.			Cities.			Towns.		
	Registered.	Average.	Percentage.	Registered.	Average.	Percentage.	Registered.	Average.	Percentage.	Registered.	Average.	Percentage.
1890	18414	9647	52	7667	3568	46.5	6365	3535	55.5	4382	2544	60
1891	18964	10744	56.6	8308	4120	53	6389	3722	58	4267	2602	61
1892	20058	11297	56.3	9626	4915	51	6336	3799	60	4096	2583	63
Increase	1644	1650	4.3	1959	1347	4.5	....	264	4.5	....	39	3
Decrease	.....	.....	.....	.....	.....	.....	29	.....	.....	286	.....	.....

The total increase of 1,644 in the registered, and 1,650 in the average attendance was brought about chiefly by the establishment of new rural schools The report for 1890 gives 143 schools with 317 teachers, while in 1892 there were 185 schools with 365 teachers, an increase of 42 schools and 48 teachers. Compared with the returns for 1890, the figures of the last report show a substantial gain all along the line, although the average of rural sections was not so large as for 1891.

For the Separate schools of the whole Province the most regular attendance for counties, cities and towns respectively are Bruce and Ontario each 62, St. Thomas, 77, Goderich, 80. For this Division the highest in the same order are Northumberland and Frontenac, each 55, Kingston, 64, Peterboro' 71, Lindsay, 70. While the lowest are, for this Division, Lanark, 33, Belleville, 52, Trenton, 53. As some of these places have occupied the same relatively low position for some years, it must be concluded either that there are special local circumstances that affect the attendance unfavorably, or else that the local authorities are not doing their best in this respect. In the case of some of the rural sections the irregularity is easily explained on account of the distance from school, bad roads, or because school has not been kept open all the year. But for the towns and cities the explanation is not so easy. Outside the urban schools the truant officer is generally unknown, and even in these his services are not always called into requisition. It is to be hoped that all interested in the success of these schools will do everything possible to make the attendance even more regular than at present, especially in these places that come low in the list.

French Schools.—There have been fewer of these organized during the present year than in some years past. They are all without exception teaching English, but with greater or less success, depending chiefly upon the knowledge and skill of the teacher. But in general there is a use of more intelligent methods than those prevailing a few years ago when teachers endeavored to have pupils learn English by translating from this language into French, or by learning certain set phrases from books. A short experience in the work, and a better understanding of the principles underlying language study convinced most of the teachers that the old methods would give very poor results. Consequently the great majority are now beginning with the spoken language, without translation and without text-books, but from work so planned that the words are required to express ideas vividly present in the child's mind. Thus, as in speaking his native language, the occasion gives rise to his speech, and both are thus intimately associated. In general, too, the teachers have a more intimate knowledge of spoken English than they had a few years ago, and are thus better prepared to carry on this work successfully.

However there remain some teachers who have made little if any advance in this subject; they have become wedded to their old plan of book instruction, and are either unable or unwilling to change their system or lack of system. Happily their number is not great, and continued pressure will ultimately cause them to advance with the others, or to drop out of the profession altogether. The children are much more interested in the newer method, welcoming it as a change from too much book study. Usually they are quite proud of their ability to answer questions or express themselves on any point in good spoken English. So far as I have been able to learn, the parents are anxious to have their children become as proficient as possible in this important subject. Many of them are however, unable to further the instructions given in school by speaking at home to their children in English.

It has been stated that the reason why several of the Public schools in Prescott and Russell were converted into Separate schools was, to be free of the necessity of teaching English. This is not true, for it will be found on enquiry that the regulations respecting English are enforced as strictly in Separate as in Public schools. On this point the report of the Commissioners who visited these schools this year will be very satisfactory evidence. They state on page thirteen of their report:—"It is but right to observe in this connection, that we found the Separate schools, to say the least, fully equal to the Public schools in regard to the standing of their teachers, and to the diligence and efficiency with which the English language is taught."

Report of Cornelius Donovan, Esq., M.A., Inspector, Western Division.

General View.

The schools of this Division have had another year of successful progress in all essential respects. There has been an increase in the number of teachers by 14, and in the number of pupils by 397; two new sections have been added to the list, and the system has been otherwise greatly strengthened by various internal improvements. The following are some of the most important statistics:

Number of school houses	133
" pupils enrolled	14,010
" teachers	317
" pupils (average) to each teacher	45
" conventions held	5
" miles travelled	6,000

Every school was visited and examined by me within the year. The inspection of the Indian schools is reported elsewhere.

Premises and Supplies.

A great deal has been done during the year in the way of renewing, extending and improving accommodations. In this matter, Stratford takes the lead this year, and has now a handsome and thoroughly equipped school, with six rooms and a large assembly hall—quite a credit to the city. Barrie is constructing (at time of writing) a new brick school, to have four rooms and all modern appointments. Toronto has exchanged the temporary quarters, recently in use by the girls' fifth forms, for a new and handsome school building on Bond Street. It has also rented a house in the eastern district to relieve St. Paul's. London, despite its two new schools, has had to retain the St. Mary's building, but much improved in structure and situation. Ashfield entered our system with a most desirable new brick school, and No. 1 Hay, the other addition to the family this year, is contemplating improved quarters. The Mornington school, interiorly, is now a model of neatness and comfort; the school in Westminster exhibits a fresher and stronger appearance than formerly, and the Moore School has become a little gem among rural sections. Berlin, by adding one room to its former space, keeps itself equal to its increased population; St. Clements has made a neat addition, which greatly relieves and

THE ROMAN CATHOLIC SEPARATE SCHOOL, STRATFORD, ONT.

This is the conclusion of Report of Inspector White on opposite page.

In September of this year a convention was held in Plantagenet for the teachers of these French-English schools. Despite the bad roads and unfavorable weather there was a large attendance, though some of them had to drive over twenty miles. Various subjects of the programme were disscused by the teachers and others interested in education. Besides there was considerable time given to the consideration of the best way to teach English, particularly the spoken language. Mr. J. J. Tilley spoke of what the Commissioners had seen and complimented the teachers upon the very creditable showing made by their pupils, and pointed out how further progress might be made The interest and the attendance were excellent during the two days, and the teachers will no doubt be helped and encouraged in their difficult task. About one-half of those present were teachers in Separate schools.

High School Entrance.—The subjoined table gives some particulars regarding the results of the recent examination for schools in this Division.

Schools.	Teachers.	Number of Teachers.	Pupils Wrote.	Passed.	Per cent. Passed.
Cities.					
Belleville, Boys	W. A. G. Hardy	3	15	9	60
" Girls	Sisters of Loretto	3	8	5	63
Kingston, Notre Dame	Congregation de Notre Dame	3	8	4	50
Towns.					
Almonte	Wm. Gallagher	3	15	11	73
Cornwall, Boys	John Keating	5	15	11	73
Prescott	Wm. J. Bruder	4	13	8	62
Pembroke, Girls	Grey Nuns	4	9	6	67
Peterborough, Boys	Wm. Brick	4	12	7	58
" Girls	Congregation de Notre Dame	4	12	6	50
Trenton, Girls	" " "	3	5	5	100
Cobourg	Sisters of St Joseph	4	5	4	80
Brockville, Girls	Congregation de Notre Dame	4	8	5	63
Lindsay, Girls	Sisters of St. Joseph	3	8	5	63
Villages.					
Arnprior	F. J. Quinn	4	20	13	65
Eganville	Grey Nuns	2	8	8	100
Alexandria, Boys	John Sheehan	3	10	6	60
" Girls	Holy Cross Order	3	6	5	83
Westport, Girls	Congregation de Notre Dame	2	4	4	100
Vankleek Hill	Sisters of St. Mary	4	6	4	67
Rural Sections. 16 Cornwall	Congregation de Notre Dame	2	5	5	100
Other than the above			95	34	36
Total 1893			287	165	57.5
Total 1892			310	171	55

From these figures it appears that though the number of pupils writing was not so large this year as in 1892, yet a greater proportion passed the examination. The percentage of 57.5 of successful pupils, which is above the general average for the schools of the Province, is very satisfactory, especially when the difficulties to be contended with by many of the schools are considered. As will be seen from the table, the results in the more important schools are usually much above the average. It was the comparative failure of some of the smaller rural schools, whose pupils often fell behind in Literature and History, that brought the average down to its present figure. But on the whole the results testify to the thoroughness of the training given in Separate Schools, and are good evidence of the zeal and competency of the teachers. In no case that has come under my notice does it appear that undue pressure has been used with the object of making a brilliant showing at such examination, while sacrificing the true interests of education. But, on the contrary, having in view some definite end to be reached, has commonly acted rather as a healthy stimulus, inciting pupils and teachers to do their best.

improves the main building; and Hamilton, again overcrowded in its northern district has secured further (temporary) accommodation. Port Arthur School presents a smiling aspect in its new and tidy dress, and Sault Ste. Marie, too, has been alive to the importance of improvements. Taking the 133 schools as a body, they are well furnished, properly equipped and kept orderly and clean In connection with this remark, it is respectfully advised that school houses be not used for public meetings, or for any other than school purposes.

The Attendance.

The cities contain nearly one half, 6,700; the other urban schools have 3,690. Toronto, of course, takes the lead, with 3,232 (at the time of my visit), an increase of 200 since the previous year; Berlin shews the largest town attendance, 276, or a gain of 30; Formosa gives 225, the largest village attendance; while of the strictly rural sections, No. 2 Ashfield leads with 100 pupils, closely followed by No. 8 Windham with 98. Comparing the number of pupils and teachers shows the remarkable fact that the average is 45 pupils per teacher—the regulation number. Another noteworthy feature is the comparatively few cases of truancy which the teachers have to report. The attendance, too, if not averagely as regular as might be desired, is at least much better than it has been in former years. It is safe to say that this gratifying condition of things is mainly due to the progress made in the various branches of school economy—in the more attractive character of the school accommodations, in the increasing thoroughness of the teaching and in the more winning nature of the school discipline. The magnetic power of any school is the principle of "sweetness and light."

Promotions.

Some teachers still hold to the practice of making promotions on the results of final written examinations—a time-honored custom, but clearly inadequate in itself. Several years ago your Inspector publicly recommended what he considers a better criterion—promotions on the basis of the pupils' record for the year, keeping prominently in view the three specialties of attendance, application and conduct. Many teachers at once adopted this recommendation, and it has since been growing in favor. They say that the results have proved its efficacy, if only in the increased exercise of personal effort. It places a premium on diligence rather than on natural aptitude, and underlies the formation of other sturdy habits that enable boys to make their mark as men.

Fresh Air Culture.

In schools that have scientific appliances for ventilation, teachers are likely to neglect the use of windows and doors. Yet, the regular and frequent opening of doors and windows can give a thorough atmospheric "washing out," such as is not in the power of any scientific appliance. Again, under the plea of saving time, there is a temptation to confine recess exercises within the halls and class rooms. It is true that unfavorable weather may justify this restraint; but, at all available times, recesses should be spent in the yards, both by teachers and pupils. An hour in the open playgrounds, passed in *spontaneous* exercise—in "wild and careless play"—is more beneficial to children than all the indoor gymnastics ever invented.

The School Programme.

On the score of general proficiency, I take pleasure in again reporting satisfactory progress—a fact which you may have noticed from the individual reports. Still, it is considered advisable to call special attention to some subjects. Reading, from the beginning upwards, cannot be too carefully taught, as intelligent reading is a prime requisite for other studies, and the "open sesame" to most knowledge. Drawing is valuable, not only in a technical sense but also as a means of culture; for when taught through regular

and well-connected gradations, it leads a pupil to improved powers of self-expression. Topics of the times—current history and geography—should receive a prominent position on every teacher's time-table. A knowledge of current events keeps both teachers and pupils constantly in touch with the living present; ignorance of the same makes them resemble old editions of works on the subjects above named. A romantic girl may linger fondly over the incident of Raleigh's cloak, but to either boy or girl there is far more profit in the lesson of the Behring Sea decision—that arbitration is better and cheaper than war in the settlement of international disputes. The regulation providing for a fifth form in public schools is, in my opinion, a wise one. Heretofore, the majority of fourth form graduates entered the workshops rather than the high schools, and in consequence began life with an education more or less deficient; hereafter they may continue in their own schools, and by completing the fifth form course, increase their stock of knowledge, with less expense and more convenience than under the old arrangement. It is a pleasure to be able to state that the teachers as a body have been faithful and earnest in their work, and most cordial in their co-operation with the Department and the Inspector.

Teachers' Conventions.

As already stated, five were held in this Division during the year, as follows: In Hamilton, on April 3rd and 4th, by Sisters of St. Joseph; in Walkerton, on April 6th and 7th, by Sisters de Notre Dame; in Toronto, on July 11th and 12th, by Sisters of St. Joseph; in Toronto, on August 17th and 18th, by Sisters of Loretto; and in London, on October 19th and 20th, by Sisters of St. Joseph—all of which were fully attended, faithfully conducted and thoroughly appreciated. These assemblies, held and operated by teachers who are working with one accord for the common good, cannot fail to be productive of the best results. The teaching spirit—the desire to become fresher and more artistic in the work—is strengthened and expanded by each recurring occasion. The measure of a teacher's eligibility is his willingness to improve.

The Columbian Exhibition

has exercised a decided educative influence in our schools. The work of preparing specimens furnished an invaluable drill in accuracy, taste and skill, while the object for which they were intended roused a spirit of laudable ambition in many a youthful mind which did not pass away with the cessation of the work. The teachers and pupils of this Division responded with the utmost enthusiasm to the Departmental call for exhibits, and it is due to them to say that, in the judgment of an expert, the work of these children, as a whole, was not excelled by that of any others of the same age.

School Festival.

In conclusion, I presume to offer the Department a suggestion, which is to institute a general school festival, to be held annually on a given day in the fall season. It is true we have Arbor Day—good enough as far as it goes, but it does not meet the full requirements of the case suggested. What we want is a general fete or gala day, with its programme of song and sentiment—recreative, interesting, refining, inspiring. The Education Department could outline the proceedings and give general directions, allowing enough margin for the exercise of local originality. I believe that such an institution would be hailed with general pleasure, and could be made to exercise a happy and far-reaching influence on the rising generation.

Indian School Inspection.

Extracts from Reports of Inspectors.

Mr. J. Kelly, Esq., M.D., Inspector, Brant.

Indian Reserves, Townships of Oneida and Tuscarora.

First Visit.

The semi-annual inspection of these schools, twelve in number, was commenced on the 9th of June. The school visited that morning was the

I. *Mississauga School*, in the Council House grounds. Teacher, Miss Meehan; certificate, non-professional second; salary $300 per annum. On roll 56, present 44, average for May, 38. Floor and furniture clean; good globe, clock, ball frame; flowers on teacher's desk; good window curtains; 3 large gilt frame chromos (2 new) and 7 others; good maps, flags (Union Jacks), around the windows; excellent stove (clean); 2 armchairs and 4 others; large slate blackboard. Plenty of ground with dividing fence; good wood-house, painted drab, filled with wood and kept locked; closets clean and in good order; board-walks to wood-house and closets.

There was no Fourth Class present. The Third Class, 9 present, was examined in reading, spelling, literature, grammar, geography and arithmetic with "fair" results in arithmetic, and "good" in the rest. Children know the counties and county towns of Ontario very well, can analyze simple sentences, parse fairly well, and do problems in arithmetic through reduction. Second Class, 3 present. The weakest subject here, arithmetic. Part Second, 11 present, does very fair work. The lower First Class, 21 present, are at the tablets and do as well as can be expected; order middling. The children here speak English. The Tribe is known indifferently, as Mississaugas, Chippewas, Ogibeways and New Credit Indians.

II. *No. 7 Board School* (*Strong's*) was inspected in the afternoon. Teacher, Miss Sara Russell; salary $250. On roll 61, present 41, average 36 (for May); attendance fairly regular. Floor and furniture clean; a little plaster off ceiling. Closets in fair order. Nothing new. Results of examinations: Fifth Class, 1 present, reading, literatute, arithmetic, grammar, geography, "fair"; spelling and writing "good." Fourth Class, 5 present, reading, spelling, literature, arithmetic, geography, grammar, "fair"; writing "good." Third Class, 3 present, in reading, spelling, writing, "good"; in literature "fair." Second Class, 7 present, in reading, literature, spelling, arithmetic, geography, "fair." First Class, 25 present, does fairly well. In the higher classes, of grammar and geography, not much is known. Order is "very satisfactory."

III. *No. 5 Board School, Delaware Line.*—Clock, small globe, ball frame, maps of world and old one of the Dominion; zoological chart, tablets, half a dozen chairs. Needed, maps of Ontario and Dominion. Walls and ceiling need whitewash. Mr. Elam Bearfoot, teacher; salary $250. On roll 34, present 29, average 24. Fifth Class, 7 present, in reading and writing "good," spelling and grammar "fair," arithmetic, etc., "indifferent." Third Class, 10 present, in reading and spelling "fair," literature, arithmetic, geography, "middling." Second part of First Class, 6 present, "fair" in all subjects. First Part, 6 present, rather "inferior."

IV. *No. 2 Board School, at Council House.*—Miss Catherine Maracle, teacher; salary $250. On roll 41, present 36, average 30. Floor and walls fairly clean, old furniture,

organ, 2 presses for books, etc., blackboard on stand, slate board, stove clean, on brick platform, clock, small globe, ball frame, tablets, 6 chairs, 12 flower vases in window, maps of world and Dominion (old), scripture history cards. Fifth Class, 1 present, in reading, results "good." In all else "inferior." About fit for a Second Class. Fourth Class. 4 present, in reading, spelling, literature, arithmetic, geography, grammar, "middling." Third Class, 10 present, in arithmetic for the low limit "fair," in other subjects "middling" Second Class, 4 present, "good" in arithmetic (for the limit), in other subjects "fair." First Class, 17 present, does "fair" work.

V. *No. 3 Board School.*—Inspected of 13th June. Mrs. Wetherell, teacher; salary $250. On roll 47, present 29, average 24. Nothing new Floor and furniture "pretty clean," plaster off ceiling in places. Fence in bad state. Fifth Class 2 present, in reading and spelling "good," in literature and geography "fair," in other subjects "middling." Fourth Class, 3 present, in spelling "good," in other subjects "fair." Third class, 4 present, "fair" in reading, spelling, literature and arithmetic. Second Class, 6 present, in spelling "good," in other subjects "middling." First class, 14 present, just beginning. Order "good."

VI. *No. 1 Board School.*—Inspected afternoon 13th June. Miss Maggie Davis, teacher; salary $250. On roll 38, present 26, average 25. Grounds now all enclos with picket fence. Trees now needed, and in school-room half dozen chairs and press for books. Fifth Class, 1 present, in reading and spelling "good," in literature and geography "fair," in arithmetic and grammar "indifferent." Fourth class, 2 present, spelling "good," reading, literature, arithmetic and geography "fair." Third Class, 3 present, in geography "fair," reading, spelling, literature, arithmetic "good" Second Class, 10 present, spelling and arithmetic "good," reading and literature "fair." First Class, 10 present, just beginning. English grammar not much known. Order satisfactory.

VII. *No. 9 Board School.*—Inspected 14th June. Teacher, Mrs. Scott; salary $250. On roll 40, present 27, average 30. House, frame, rather small, needs paint. Floor and furniture tolerably clean, walls need whitewash. Grounds need more trees and the fence is out of repair. Closets clean Nothing new. Fifth Class, 2 present, in reading, spelling, literature, arithmetic, "good," in grammar "fair," in geography "inferior" Third Class, 2 present. Results of examinations about on a par with those of Fifth Class. Second Class, 3 present, "fair" in reading, "good" in literature, spelling and arithmetic, "inferior" in geography. First Class, 22 present, just beginning. Many of the Indian children on this section of the reserve are nearly white.

VIII. *No. 8 Board School*, near Kenyengah Church.—This school was inspected in the afternoon. Miss Frances Davis, teacher; salary $250. On roll 19, present 16, average 14. House needs, externally, a coat of paint. Platform at entrance should be repaired. New maps of the world and Canada needed, and a well. Grounds, etc., in a satisfactory state. Classes: Fifth Class, 1 present, in reading and spelling "good," in literature, arithmetic, writing, geography and grammar, "inferior." Fourth Class, 3 present, in spelling and arithmetic "good," in reading and writing "fair," in literature, geography and grammar, "inferior." Third Class, 2 present, in spelling and arithmetic "good," in reading and literature "fair." Second Class, 2 present, in arithmetic "good," in other subjects "fair." First class, 8 present, does "fair" work. Order of school "fair." Teaching skill not of high order.

IX. *No. 10 Board School.*—This school is about 2½ miles from the Council House, was inspected 21st June. Good brick house, described in previous reports. Nothing new. Floor and furniture clean, walls and ceiling need plaster and whitewash. Miss Sara Davis, teacher; salary $275. On roll 50, present 29, average 32. Fifth Class, 5 present, in reading "good," in literature, spelling, writing, arithmetic, grammar and geography, "fair." In last subject pupils know something of Canada and United States. Fourth Class, four present, in reading, spelling, arithmetic, "good," in literature and

grammar "fair." In last subject 3 can point out the parts of speech. Third Class, 1 present, does fairly. Second Class, 7 present, does generally "good" work. First Class, 12 present, reading tablets, 2 bright boys among them.

X. *Thomas School.*—Inspected in the afternoon. Floor and furniture of School-room fairly clean. The following supplies have been furnished since my last visit: 12 No. 5 copy books, 12 No. 4, 6 No. 3, 6 No. 2, 6 No. 1; 12 Third Readers, 12 Second Readers; 12 Second Part Readers. Teacher, Mr. John Miller. On roll 46, present 24, average 34. Fourth Class, 2 present, in reading, spelling, literature, grammar, arithmetic, geography, writing, "good." Third Class, 5 present, "good" in all subjects. Second Class, 3 present, does "fair" work. First Class, 14 present, mostly beginners. Classification the same as that of the public schools. Order and management "good." A small shed and stable recently built.

XI. *No. 11 Board School*, near Beaver's Corners.—This school was visited on the 26th June. Roads in splendid order. Frame house, painted of a drab color and fairly well furnished. Grounds not yet inclosed. Teacher (a new one), Mr. Peter Adams, who passed the High School Entrance Examination at Brantford last summer, and who belongs to St. Regis; salary $250. On roll 41, present 5, average 25. All the larger children were away berry-picking. Fourth Class, 1 present, in reading "good," in literature "fair," in all else "inferior." Second Class, 1 present, in spelling "good"; "fair in other subjects. First Class, 3 present, in spelling "good," in other subjects "fair." Writing-books clean, and work therein fairly well done.

XII. *No 6 Board School.*—This school was visited in the afternoon. Mr. John Lickers, teacher; salary $250. On roll 20, present 5, average 15. Frame house, painted drab, and like all the rest with cupola and bell. Floor and furniture clean. Clock, small globe, ball frame, maps of world, Canada (old), Palestine, United States; tablets, slate blackboard, and wooden one on easel; natural history cards, zoological chart, good stove on elevated brick platform, half dozen Windsor chairs, press for books, etc. Grounds in good order, closets clean. Good well with windlass. A pail needed. Many trees; good picket fence. Only a Second and First Class in this school, for reasons assigned above. Work done "fair." Order "good."

Second Visit.

The inspection of these schools was commenced on the 3rd of October.

1. *Mississauga School*—Near the New Credit Indian's Council House, was the first visited—reached about 9 a.m. Several children around the school house, a fine brick furnished with nearly all the modern improvements, but the doors were closed. A change of teachers had just taken place and the new incumbent had not yet entered on his duties. I met the teacher, Mr. Tait, who holds a second class provincial certificate, and has been engaged in teaching 13 years; he was with Mr Chickhock, one of the trustees, at the Methodist parsonage near by. Mr. Tait is a bright looking man, and I was surprised to learn that he had taken the school for the balance of the year, for $75.

II. *No. 7, the Strong School.*—This school was inspected the same day. Miss Sara Russell, teacher; Entrance certificate; salary, $250. On roll, 56; present, 48; average, 30; attendance fairly good. As to equipment, nothing new; floor and furniture clean, walls fairly so—some plaster still off ceiling, the fence has been repaired. Fourth Class, 5 present, was examined in reading, literature (meanings of words and phrases), spelling, arithmetic, grammar, with results, "good" in first and "fair" in the other subjects. Fifth Class, 1 present, was examined in in the same subjects with the addition of geography. Results: Reading, spelling and geography, "good;" rest, "fair." In last subject, North and South America and Canada pretty well known. Third Class, 4

present, does fairly satisfactory work. Second Class, 7 present, result much the same as last. First Class, 31 present, mostly beginners, not speaking much English; order and management, "good."

III. *Thomas School*, a Band School.—This school was inspected the forenoon of the 4th of October, commencing at 9 a.m. The house here has been completely renovated, sided anew, two new windows put in facing the road, house painted white externally during summer holidays, walls alabastined inside of a bluish white color, new floor (clean) and new platform, a couple of long desks for pupils to write at, teacher's table, two wooden blackboards, four lamps on brackets, organ, two maps of world, maps of Dominion, Ontario, and North West, ball frame, cupola and bell, grounds well enclosed and in good order. Mr. John Miller, teacher, certificate, old third class; salary, $362. On roll, 50; present, 27; average, 30; the larger pupils nearly all absent; Third Class was examined in reading, writing, spelling, literature, arithmetic, grammar, geography, with "satisfactory" results; the Second Class, 2 present, was examined in the same subjects with "generally good" results; the Senior and Junior First Classes were examined in all subjects and did very well.

IV. *No. 1, Board School*, on Delaware Line, near the Red Line.—This school was inspected in the afternoon. Miss Maggie Davis, teacher; Entrance certificate; salary, $250. On roll, 38; present, 18; average, 30. Nothing new added to equipment; floor and furniture clean; two gates needed in front. Third Class, 1 present, was examined in reading, spelling, literature, arithmetic,, geography and grammar, with "good" results in first two subjects, "fair" in next three and "indifferent" in last. Second Class, 10 present, was examined in reading, spelling, writing, literature, arithmetic, and geography, and marked "good" in first four, and "fair" in last two subjects. First Class, 7 present, examined in all subjects and marked "fair," order "good."

V. *No. 9, Board School*, on Oneida Boundary.—Inspected 11th October, the Tuscarora Fall Fair, which proved a success, having intervened. Mrs. Scott, teacher; Entrance certificate; salary, $250. On roll, 33; present, 24; average, 25. Frame house which needs a coat of paint; cupola and bell; floor scrubbed and walls whitewashed at midsummer; closets clean; fence needs repairing; nothing new. Fifth Class, 1 present, in reading, spelling, and literature, "good," in arithmetic "excellent," in geography and grammar "fair." Fourth Class, 2 present, examined in all subjects with generally "good" results. Third Class better still than Fourth. First and Second Classes do satisfactory work; order "good."

VI. *No. 5, Board School*, on Delaware Line, near Oneida Boundary.—Mr. Elam Bearfoot, teacher; Entrance certificate; salary, $250. On roll, 33; present, 31; average, 23. Good frame house; lobbies on front projection; vacant room for wood in rear; cupola and bell; good clock; globe; tablets; ball-frame; good box stove on brick platform; maps of Canada, and world; large zoological chart; closets clean and masked; good fence; no trees; exterior of house (drab) needs paint; school room cleaned at midsummer. Fifth Class, 7 present, in reading, writing and arithmetic, "good," in literature and grammar, "fair," in geography "indifferent." Third Class, 8 present, in same subjects "fair," except literature of which they knew little. Second Class, 3 present, does "fair" work and First Class, 7 present, is just beginning.

VII *No. 11, Board School*, near Beaver's Corners, on Oneida Boundary.—This school was inspected 10th of October. Frame house, nearly new; cupola and bell; house painted drab externally; floor, walls and furniture, fairly clean; box stove (clean) on brick platform; maps of the world and Canada; zoological chart; tablets; ball frame; small globe; good clock; half dozen chairs; grounds not yet enclosed; closets clean. Teacher, Mr. Peter Adams; Entrance certificate; salary, $250. On roll, 29; present, 14; average, 16. Fourth Class, 1 present, in literature and reading, "fair," in spelling and arithmetic, "inferior," knows little or nothing of grammar or geography. Third Class,

2 present, does better, does "fair" work. Second Class, 1 present, does "fair" work in reading and spelling, considering that the teacher does not understand English. First Class, 10 present, does very "good" work; writing generally "good;" order satisfactory.

VIII. *No. 6, Board School*, on Council House Line, near Oneida Boundary.—This school was inspected the afternoon of the 10th. Teacher, Mr. John Lickers; Entrance certificate; salary, $250. On the roll, 16; present, 11; average, 11. Frame house, painted greenish yellow; cupola and bell; lobbies in front projection; floor and furniture fairly clean; grounds in good order; plenty of trees; good well with windlass; nothing new. Fourth Class, 1 present, "good" in spelling and arithmetic, "fair" in reading, literature, grammar and geography. Third Class, 3 present, "good," in spelling, "fair" in other subjects. Second Class, 4 present, in reading, spelling, literature, writing and arithmetic, "good." First Class, 3 present, in spelling, "good," in other subjects "fair;" order, "good."

IX. *No. 10, Board School.*—This school was inspected the morning of the 12th of October. Good brick house; cupola and bell; two front entrances into the brick portico in which are the cap and cloak rooms; floor and furniture tolerably clean; the floor was scrubbed before the summer holidays, but the walls were not whitewashed nor was the plaster restored to the walls where it had fallen off in places, the equipment is the same as that of the other Board Schools. All the schools on the Reserve are now furnished with slate blackboards; plenty of trees in the grounds here which are well inclosed; closets masked. Teacher, Miss Sarah Davis; old Entrance certificate; salary, $275. Fifth Class, 2 present, was examined in spelling, arithmetic, reading, grammar, geography and literature and marked "good" in first two, "fair" in second two, and "inferier" in last two subjects. Fourth Class, 3 present, in spelling and arithmetic, "good," in reading and grammar, "fair," in geography and literature, "inferior." Third Class 4 present. The record of this class was much the same as that of the last. Second Class, 9 present, results of examination, spelling and literature, "good," reading and attention, "inferior." First Class, 13 present, most of them just beginning.

X. *No. 2, Board School.*—This school was inspected the afternoon of the 12th of October. Frame house, opposite Six Nations' Council House Grounds; painted brown; cupola and bell; floor scrubbed at midsummer, but walls and ceiling not whitewashed; flowers in pots on window ledges; grounds well inclosed; no trees; nothing new in equipment. Teacher, Miss Catherine Maracle; old Entrance Certificate; salary, $250. Fourth Class, 4 present, examined in reading, spelling, literature, grammar and geography with results, "good" in first subject, "fair" in the rest; in grammar can indicate subject and predicate and point out parts of speech; in geography know definitions and something of North America and Canada. Third Class, 7 present, examined with better results in spelling, arithmetic and geography, otherwise much the same as last. Second Class, 2 present, does pretty satisfactory work, and theFirst Class, 8 present) does "good" work.

XI. *No. 8, Board School*, near the Sour Springs.—This school was visited on the morning of the 13th, but was found closed. It had not opened after the midsummer holidays, but I had received no notice of the fact.

XII. *No. 3, Board School*, on Chippeway Line, sometimes called the Smith school.—Frame house, which a coat of paint would improve; cupola and bell; nothing new; stove on brick platform (clean; new ball frame (the only new thing); some plaster still off ceiling; wire fence still in need of repair; other equipment detailed in last report. Teacher, Mrs. Wetherell, who was absent (sick), and Miss Frances Davis was teaching in her place. On roll, 31; present, 15, average, 18. Third Class, 4 present, was examined with results as follows:—Reading and spelling, "good," literature, arithmetic and writing, "fair," grammar and geography, "inferior." Second class, 4 present, reading, spelling, literature, "good," arithmetic, "inferior." First Class, 7 present, does "fair" work.

Rev. W. H. G. Colles, Inspector, Kent East.

Indian Schools. Moravian Reserve.

First Visit.

I. *Reserve School.*—Though the weather was unusually severe and the snow very deep, I found 19 pupils present out of 36 enrolled. Of these, two are in the Third Class, three in the Second Class, four in part Second, and ten in First Class. One of the Third Class pupils has come lately from the Grand River Reserve, and is much better in grammar and in reading than the other, who belongs to to this reserve; but the latter is quite as far in advance in arithmetic and geography. The Grand River Indians, I am told, are an English speaking people, while our Indians speak in their own language.

The instructions in this school are given in English, but are much interpreted and illustrated in the Indian language.

The classes are fairly up to the average in public school work, except in reading and speaking English, which bears a distinct and undesirable impress of Indian tongue. They all spell very correctly. Home-work is not given; the teacher reports that the parents are deeply prejudiced against it.

The order and discipline are very good, showing distinctly the excellent discipline of Rev. Mr. Ashton, of the Mohawk Institute, where Mr. Tobias was trained.

The school-house is in good repair, except that the vibration of the school bell has shaken the plaster from the ceiling. This should be repaired and the bell removed to an independent frame-work of its own.

The teacher is Mr. Willis N. Tobias. I have found him very efficient, and well suited to the school, and the County Board has renewed his certificate (Third Class) for two years. The attendance is very irregular, and a training system ought to be established for Indian shools

II. *Mission School.*—This school is in charge of Miss Dora Millar, an English trained teacher, and has also the sympathy and assistance of the Rev. Mr. Hartmann and Mrs. Hartmann. The number of pupils enrolled here so far is 14, and 10 of these were present during my visit. They were classified as follows: 1 in Fourth Class, 1 in Third Class, 3 in Second Class, and 5 in First Class. All classes are doing remarkably good work, and considering that everything is learned in a language foreign to them, their progress is wonderful. Miss Millar teaches almost entirely in English, and in reading and speaking this language her pupils excel those of the Reserve School, where the Indian language is partly used. The general progress also is greater, owing largely to more regular attendance. Does the exclusive use of English in teaching make them better in this language? There is room for that theory.

As an instance of progress I may mention that a little 8 year old girl, who began school a little more than two months ago, can now read fluently and spell correctly the first XIX. lessons in her reader. The knowledge here imparted, especially in history and geography, is wider in range than in most schools, and through the untiring efforts of their teacher they thoroughly understand all they read, and memorize, except perhaps in grammar, which is rather difficult for children so young, the oldest being only 12 years of age.

The order is excellent, and the deportment is quite as valuable as the more severe discipline of the Reserve School. The school is making very satisfactory progress, and its influence will be permanently for good.

The school-house is in good repair, clean and comfortable and amply large for the probable attendance.

Second Visit.

At the Reserve School I found Mr. Willis Tobias in charge, with 34 pupils attending. Most of these are, as usual, strangers to me. The need of a compulsory law may be seen from the fact that only two of these children are in Third Class and two in Second Class, the other thirty being in the primary grades and receiving their first lessons, having been recently hunted into school by a truant officer lately appointed to enforce certain resolutions passed by the Indian Council as to compulsory attendance.

In the matter of studies, I do not find as much enterprise and advancement as formerly, more particularly in drawing, singing, writing, geography and reading in the New Testament. This is largely owing to the fact that the better scholars have been sent away to various Indian Institutes, and those now present have been but little at school. I have pointed out to the teacher the necessity of giving greater attention to these subjects in future.

I notice that the repairs to the building suggested in my last report have been made. The increased attendance makes it now necessary to have some more hat hooks put up in the entry at such a height that the smaller children can reach them. A window in the north end of the school, directly opposite the children's eyes, makes it difficult for them to see the work on the blackboard It should be closed up and the blackboard extended across it. The Indian children are subject to weak eyes, and on this account more particularly the window is an injury to them, and no benefit, as there are no less than ten other windows in the room.

Two new water-closets should be built for this school. Those now in use are very inferior, and they are off in the fair ground, 100 yards and 300 yards distant respectively, so that in winter the children must get wet to the knees in order to reach them. I have indicated to Mr. Tobias suitable locations for these.

Mission School. Here Miss Dora Millar, a most devoted and very successful teacher, is in charge. The children are trained in singing by Mrs. (Rev.) Hartmann, and the Rev. Mr. Hartmann gives the school his personal supervision at all times. Few Indian children enjoy so many advantages. Nineteen children are here registered, and sixteen were in school. In singing, reading, spelling, geography, writing, composition and English language they acquitted themselves very creditably. Arithmetic appears to be more difficult for them, though they are making very fair progress in it. They have a good knowledge of Scripture history, and have committed to memory many beautiful hymns. Some of these children, only a few months ago, knew not a word of English, so that their advancement proves them to be highly intelligent, and does great credit to their teacher. The school house is clean and well furnished, and the pupils are well supplied with all necessary materials and apparatus. Besides literary work, those of the pupils who are entirely provided for at the Mission are instructed in domestic economy, and they exhibit very good needle work and knitting, done under the instruction of the farm helper's wife. Of the 19 children enrolled, 13 are orphans under the missionary care of the Rev. Mr. Hartmann, the Moravian Misssionary Society providing them with shelter and maintenance. Comfortable apartments are provided for them in one of the mission houses, and here I cannot too strongly recommend, on the grounds of common justice, that the portion of the Indian Fund which is being sent to the various Indian Institutions to maintain the older children of well-to-do Indian farmers on this same Moravian Reservation, be now diverted into this more legitimate channel to provide for these helpless orphans who are left to the charity of the Moravian Missionary Society, or to die. Is it meet to take these poor children's bread and send it to the Shingwauk Home, and elsewhere, to feed and clothe children whose parents, already well to-do, are made more nearly rich thereby.

W. S. Clendening, Esq., Inspector, Bruce East.

Saugeen School, Saugeen Reserve.

Visited—February 28 and September 26.
Pupils present—12 and 13. Pt. I. 2, Pt. II. 9, Pt. III. 1, Pt. IV. 1.
Teacher—John Currie; a white holding a special certificate.
Teaching—Good.
Order and Government—Very good
Examination of Pupils—Good.
Premises—Not good, but excellent school house in course of erection.
Supplies—Supplied by the Methodist Missionary Society.
Remarks—The order in this school used to be the worst on the Reserve, but for the last two years it has been all we could wish for.

Scotch Settlement School, Saugeen Reserve.

Visited—March 1 and September 15.
Pupils present—11 and 13. Pt. I. 8, Pt. II. 3, Pt. III. 2.
Teacher—John Burr; a white of III. Class standing.
Teaching—Good.
Order and Government—Good.
Examination of Pupils—Good.
Premises—Good except several broken panes.
Supplies—Part First 4, Second 3, Third 4, copy-books 6, pens ½ gr., pencils ½ box, slates 4, crayons 1 box.
Remarks—The teacher, who has been here for many years, is a married man and his children attend the school, which is an advantage to the Indians in the way of learning the English language.

French Bay School, Saugeen Reserve.

Visited—February 28 and September 15.
Pupils present—8 und 12. Pt. I. 6, Pt. II. 3, Pt. III. 2, IV. 1.
Teacher—Helen Cameron; a white of III. Class standing.
Teaching—between fair and good.
Order and Government—Between fair and good.
Examination of Pupils—1st visit, fair; 2nd visit, good.
Premises—Not in good condition. Fence, privy, gates and pump out of repair.
Supplies—None on hand and supply in the hands of the pupils not sufficient.
Remarks—This school has done better this year than for several years.
The state of education on the Saugeen Reserve is in a healthy condition.

Cape Croker School, Cape Croker Reserve.

Visited—May 3 and November 8.
Pupils Present—11 and 11. Pt. I. 3, Pt. II. 2, II. 3, III. 3.
Teacher—Annie Haslam; a white of III. Class standing.
Teaching—Good.
Order and Government—Good.
Examination of Pupils—between fair and good, and considerably better the second visit.
Premises—Good.
Supplies—Provided by the parents.
Remarks—Pupils did particularly well in spelling, writing and literature the last visit. School prosperous this year except attendance might have been larger.

Sydney Bay School, Cape Croker Reserve.

Visited—May 2 and November 7.
Pupils Present—8 and 15. Pt. I. 3, Pt. II. 4, II. 4, III. 4.
Teacher—Isabella McIver; a white of Primary standing.
Teaching—A little better than good.
Order and Government—Good.
Examination of Pupils—Between fair and good.
Premises—Between fair and good.
Supplies—Provided by the parents.
Remarks—I am of opinion it is a mistake to have the supplies depend upon the parents. I think such should come from the Indian Department and come out of the general funds. The parents are not sufficiently interested in education. Attendance remarkably good.

Port Elgin School, Cape Croker Reserve.

Visited—May 3 and November 8.
Pupils Present—3 and 6. Pt. I. 1, Pt. II. 2, III. 2, IV. 1.
Teacher—David Craddock; an Indian, of Entrance standing.
Teaching—Fair.
Order and Government—Fair.
Examination of Pupils—Good.
Premises—Fair.
Supplies—Provided by the parents.
Remarks—Attendance very small. No bell for the teacher. A large bell has been in the porch for years and has never been placed on the building. Broken panes of glass each visit.

C. S. Barnes, Esq., Inspector, Lambton East.

Indian Schools at Kettle and Stoney Points.

First Visit.

Stony Point.

I visited the Stony Point Indian School on May 30th.

Miss Birdie Ellis is the teacher in charge. There are eight pupils registered with an average attendance of six. There were six present when I visited the school.

Fourth Class, two present. Geography, Composition, Arithmetic, Reading and Spelling are very good. The Literature and Grammar are not so well done.

In each class only one pupil was present. The Arithmetic, Geography and Composition in those classes need care.

Writing is very fairly done in all classes.

Supplies required: Map of America, 3 Public School Geographies, 3 Third Readers, ½ dozen copies of each, Nos. 1, 3, 4, 5.

The house has been painted and everything is in fair condition.

Kettle Point.

I visited the Indian School on Kettle Point Reserve on 19th April.

There are 12 names on the roll with an average attendance of about 8. There are 3 pupils in each of the first four forms—1st, 2nd, 3rd, 4th. In the First Part the Spelling and Reading are fairly done.

In the Second Class the Reading is not good, Spelling fair; Addition and Subtraction very bad, but they have done some multiplication; writing is fair. Their knowledge of Geography is very limited.

In the Third Class, Reading is very monotonous and indistinct; Geography not well taught; Composition, in the future, is to be taught every day in all classes.

None of the Fourth Class pupils were present at the time of my visit,

Mr. Fisher, teacher, does not seem to be doing all that should be done. The Reading, Geography and Arithmetic must be improved. It is, however, somewhat difficult to accomplish very much when the attendance is so irregular.

The following supplies are required: ½ dozen copies of each, No. 1, 2, 3, 4, 5, 6; 2 Fourth Readers, and a supply of pens.

Second Visit.

Kettle Point.

The school of this reserve is very small. The roll numbers 18, but the attendance was only 8 on the day of my visit, the register showing an average of 10.

Miss Belle Bowen is now in charge of the school, and I have some hopes that she will secure a larger and more regular attendance in the near future. In the various subjects of the programme, I find the spelling is not very good. The reading lacks in expression and clear enunciation. The writing is very good, geography is better than usual, and the arithmetic is fair, except in regard to addition, which is very slow and sometimes not very accurate. In grammar and composition very little progress is made.

Stony Point.

In this school the roll is very small, being only 8, with an average attendance of 6.

The reading is monotonous, it is not as good as it should be, it lacks expression and force; spelling very fair in the junior classes, arithmetic slow in addition and sometimes not very correct. In the Fourth Class there are two girls who are doing very well. The spelling, writing, geography, grammar, literature, arithmetic and composition are very good.

Some supplies were asked for when I visited the school, but Miss Ellis, who has charge, stated that she had reported to Mr. English that they had not been furnished and he promised to attend to it, so that, I presume, they have likely been sent on ere this.

The school house is in a very satisfactory condition.

John Brebner, Esq., Inspector, Lambton West.

Indian School, St. Clair Reserve and Walpole Island.

First Visit.

St. Clair Reserve.

Miss Frankie Welsh, teacher. I visited this school June 14th, and found twenty-six pupils present, twelve boys and fourteen girls.

The school is making fair progress, and would do much better could the children be got to attend regularly.

All except the very young children now understand English well enough to be taught by a teacher who cannot speak Indian.

Miss Welsh is still earnest, active and enthusiastic, but not so sanguine as when she began to teach an Indian School.

Eight children in the First Part of the First Book, had just begun to attend and scarcely understood anything said, but are good imitators, wrote figures and counted some, knew the sounds of some of the letters, and appeared to enjoy all they saw and did.

Seven in the Second Part read fairly well, did better in Spelling and Arithmetic, and very well in Writing.

In the Second Class, Reading was good but articulation indistinct, Spelling and Writing very good. Geography and a little History the best I have heard from a Second Class in an Indian School.

The Third Class consisted of six, one boy and five girls; Reading, Spelling and Writing all good; Arithmetic not so good as usual; Geography, Grammar and History all fair

In the Fourth Class there was one girl. She did her work well, but as she is almost a woman, and her mother is a white woman, she might do better.

Walpole Island.

I visited all three of these schools on the 6th of March, and found only thirty-five pupils in them all. I therefore went back June 26th, and visited them again, when the attendance was still bad, only forty-four being present. Owing to the small attendance I was able on both occasions to see the whole work, and I think that those who attend are making fair progress, but just in proportion to their regularity.

No. 1, Walpole Island, Albert Sahguj (Indian), teacher In March ten were present and in June twenty. As all the older pupils have been sent away to one or other of the advanced Indian Schools, the Second was the highest Class and only one pupil in it.

The children know so little English that they learn everything by rote, yet the teacher requires them to give Indian equivalents for the words in their lessons with good results.

The Second Class boy did fairly well in all the subjects of study.

Those in Second Part Class also did well, but in reading their articulation is indistinct. They read through their teeth too much.

The children in the First Part were in all stages of progress, from those who had just begun to attend, to those nearly ready to take up Second Part work. I think they are doing as well as can be expected of them.

No. 2, Walpole Island, George Isaacs (Indian), teacher. In March sixteen were present and in June fourteen. The school was in good order at both visits, but the seating is not good. In June some twelve men and two teams were busy making improvements outside, building a new fence, ditching outside the school lot and levelling inside with the earth taken from the ditches.

There was but one pupil in the Third Class present on both occasions, and she did much better work than she sometimes has done.

The Second Class consisted of two on each visit. In June their Spelling was better and their writing not quite so well done as in March, but none of their work was really bad.

The Second Part Class contained two boys and two girls both times. They did not do so well as I think they should be able to do now.

Of the children in the First Part of the First Book, only four could read, the others having come but a few days now and then. They are bright children and would learn fast if they attended better. The teacher is very anxious to do his duty.

No. 3, Walpole Island, Wm. Peters (Indian), teacher. This school is not so well attended as it used to be, the older pupils having gone to outside schools, and no children from St. Anne's now attend.

In March there were but nine present, three boys and six girls. In June there were three boys and seven girls present.

Upon the whole this has been the best school on the Island, and the teacher appears discouraged by the small attendance. There has been some sickness among the children, and many deaths of quite old people during the past half year.

There was no Third Class present at either of my visits.

The Second Class had five pupils in March and three in June. Their work was well done except in Arithmetic, in which some small error was made in nearly every example.

The one boy in the Second Part Class did good work all through.

The First Part Class were pretty well together, and did very good work when we consider their age and the fact that they come from homes where no English is spoken. The classification of this school is as good as most Public Schools.

Second Visit.

St. Clair Reserve.

Miss F. Welsh, (white) teacher, was visited October 17th, and found in successful operation, eighteen Indians and two white children being present.

1st Part I. Book, three boys and three girls. Reading, spelling and writing good. Arithmetic only middling.

2nd Part I. Book, four boys and three girls. Reading only middling, but spelling, writing, arithmetic and language good.

II. Book, one boy, work good in all subjects except reading.

III. Book, a boy and a girl. Spelling very good. Geography, grammar and writing good, but reading not.

IV. Book, one boy and three girls. Arithmetic not good. Reading, spelling, grammar and drawing fairly good, and geography and writing good.

If the children would attend regularly, this school would soon equal the average Public School of my inspectorate. All except the 1st Part pupils understand and speak English.

No. 1, Walpole Island.

Mr. Albert Z. Sahguj, (Indian) teacher.

Twelve boys and fifteen girls were present.

1st Part I. Book, nine boys and thirteen girls. Reading and arithmetic not so good as they should be. Spelling good and writing very good.

2nd Part I. Book, a boy and a girl. Reading indistinct and monotonous, otherwise good. Spelling only middling, writing and arithmetic good.

II. Book, two boys and a girl. In reading the boys speak plainly, but the girls indistinctly. Spelling middling, writing and arithmetic pretty good.

Third Class, none present, but writing and drawing books show good work.

One of the porch doors off the hinges.

No. 2, Walpole Island.

Miss A. G. Millard (white) teacher, eight boys and fifteen girls present. Of these fifteen were in the 1st Part of the I. Book, and as they do not understand English and the teacher cannot speak Indian, very little real teaching can be done. Mr. Isaacs could

do much better work and was doing it when dismissed. Miss Millard tries hard to do the work, but has no means of reaching the understanding of three-fourths of the school.

The school-house was not tidy, but as the teacher has to cross a navigable branch of the St. Clair, and walk two miles, night and morning, she is not able to do the janitor's work, and the cleaning is not done.

The school is far from being what it ought to be.

1st Part of I. Book, six boys and nine girls, most of them at the Alphabet. Others can name the words and spell and write a little.

2nd Part of I. Book, one boy and three girls. Reading indistinct and monotonous. Oral spelling fair, arithmetic middling, writing bad, printing good.

Second Class, one boy and three girls. Reading poor, indistinct and monotonous. Spelling fairly good, and arithmetic and writing middling.

No. 3, Walpole Island.

Mr. Wm. Peters (Indian) teacher, nine boys and nine girls present.

1st Part I. Book, four boys and five girls. Reading indistinct and monotonous. Spelling fairly good, writing and number-work good.

2nd Part I. Book, two boys. Reading and writing fairly good, spelling poor but arithmetic good.

Second Class, three boys and four girls. Reading, spelling and arithmetic not good. Writing and drawing good.

Some plaster off the walls.

J. Dearness, Esq., Inspector, Middlesex East.

Oneida Indian Reserve.

I visited three schools on the Oneida Indian Reserve.

The same teachers were in charge as at the visit I reported last fall.

There was an attendance of :—

21	present	out of	36	registered	in	No.	1,	taught by Miss Beattie.
11	"	"	20	"	"	2,	"	" Miss Chambers.
28	"	"	37	"	"	3,	"	" Mrs. Vallick.

The inventory of the copy in the three schools shows that it has been well cared for, there being no material change to report.

I have, however, the honor to advise now that the agent urge the Indians on this reserve to make considerable improvement upon each of the three school-houses during the summer holidays. The repairs or changes I recommended last year in No. 3 have not yet been made. The house of No. 2 was shaken by a heavy wind-storm this spring, and was thereby rendered so unsafe that poles were braced against each of the four corners to keep it from falling. No. 1 needs fencing on the north side of the lot and other evident repairs.

I entertain the hope that if the Indian Council would undertake the improvement of these three school-houses during the holidays a good work could be effected—a much-needed one that would be a benefit and, I am sure, give satisfaction to the whole reserve.

H. D. Johnson, Esq., Inspector, Middlesex West.

Mount Elgin Industrial Institute.

First Visit.

This school was visited on the 7th of June. There were twenty-nine pupils enrolled and nineteen present.

Part I. Class.—There were four pupils in this class; two were beginning, the others were able to read, write and spell fairly well.

Part II. Class.—There were nine pupils in this class; these were able to read, write, spell, draw and add well. All of them could read script readily.

Second Class.—There was only one pupil present in this class, the work done by this pupil was satisfactory.

Third Class.—There were five pupils in this class—they were just beginning the third-class course. They were able to read the first lesson and spell (in writing) most of the words in the lesson. They all showed a fair knowledge of the four simple rules of arithmetic. Their writing and drawing were very fair.

All the pupils speak English quite fluently, and use it during their games and recreations.

Mr. Waucosh (native) keeps everything about the school-room neat and orderly, and appears to be able to attract the pupils to the school.

Bear Creek.—This school was inspected on the 8th of June. There were eight pupils enrolled, classified as follows:—3 in Part I., First Reader; 4 in Part II., First Reader: and 2 in the Second Reader. There were four present at the time of my visit.

Part I. Class.—There was one girl in this class; she was able to read, spell and write fairly well. I also found that she could read script, and had a slight knowledge of addition.

Part II. Class.—There were two boys in this class; they were able to read, spell, write and draw well, and also to add and read script quite readily.

Second Class.—There was one girl in this class; she was able to read, spell, write and draw well, she also possessed some knowledge of the four simple rules of arithmetic. All the pupils were able to converse with a fair degree of ease in English on common topics.

Mr. Fox (native) keeps everything in connection with the school-room and yard clean and orderly. He appears to be very much devoted to his work.

Joseph Fisher's.—This school was visited on the 8th of June. There were seventeen pupils enrolled (fourteen being the greatest number in attendance on any one day) there were seven present on the day of inspection. The classification was as follows:—5 in Part I., First Reader; 5 in Part II., First Reader; 4 in the Second Reader; and 3 in the Third Reader.

Part I. Class.—There were two boys in this class; these were just beginning to read such simple sentences as "It is an ox."

Part II. Class.—There were two boys and one girl in this class; these were able to read, write, spell, draw and add well. They were also able to read script quite readily. One of the boys read with very good expression, all had a good idea of the meaning of what they read.

Second Class.—There were two boys in this class; both were able to read, write, spell, draw, add, subtract and multiply fairly well. They were also able to give the meaning of the words in their reading lessons. All the pupils speak English, and were able to answer questions promptly about common objects.

Mr. Fisher (native) keeps everything in the interior of the school-room neat, clean and tidy.

Church of England.—I visited this school on the 7th of June. There were twenty-four pupils registered during the term, and twelve present (seventeen were marked present on the previous day). The greatest number in attendance on any one day was twenty.

Part I. Class.—There were six pupils in this class; these were able to read, write, spell, and add simple numbers. All of them could read script readily.

Part II. Class.—There were four pupils in this class; these were able to read, spell, write, draw and add well. They also had some idea of the meaning of the lessons they read, and could read script with ease.

Second Class.—There were two pupils in this class; both were able to read any of the lessons in the first hundred pages of the Second Reader, spell most of the words (in writing) in these lessons, had a fair knowledge of the four simple rules of arithmetic, and were able to compose middling well.

Third Class.—There were none present in this class. Two were present on the preceding day. The work assigned them by the teacher in arithmetic was on the blackboard, and it was quite as difficult as that given to pupils in the corresponding class in the Public Schools.

All the pupils understand and speak English. Mr. Dontator (native) does his work in a very satisfactory manner.

Mount Elgin Institute.—Both rooms of this Institute were visited on the 14th of April. I also made a short visit to Miss Campbell's room in June. There were at the time of my visit 102 pupils enrolled—classified as follows:—23 in Part I., First Reader; 16 in Part II., First Reader; 28 in the Second Reader; 20 in the Third Reader; 14 in the Fourth Reader; and 1 in the Fifth Reader.

The general discipline and management of the school as a whole are excellent.

Miss Hales' Room.—Miss Hales has still charge of the Second and Third Classes, and continues to do her work thoroughly. The standing of the pupils in reading, writing, drawing, spelling, geography and arithmetic is good in grammar it is only fair. The pupils generally read with a fair degree of expression and understand the meaning of what they read.

The order, discipline and management are good, and everything in the interior of the school-room is kept properly.

Miss Campbell's Room.—Miss Campbell is still in charge of the pupils in the First, Fourth and Fifth Classes, and continues to do good work.

The standing of the pupils in reading, spelling, writing, history, composition, and geography is good; in the case of the Fourth Class the standing of the pupils in grammar and arithmetic is only fair. The work done by the Fifth Form pupils is generally excellent, especially in book-keeping, writing and drawing.

The order, discipline and management are excellent, and everything about the room is kept in first class order.

The school-yard and closets are kept in a very satisfactory state.

Second Visit.

I visited this Industrial Institute on the 21st of November, and found ninety-three pupils enrolled, classified as follows:—In Part I., First Reader, 20; in Part II., First Reader, 28; in the Second Reader, 17; in the Third Reader, 16; in the Fourth Reader, 11; and one in the Fifth Reader.

Miss Hales's.—The school-room is kept clean, neat and tidy; the floor in this room is getting very much worn; the desks, seats, blackboards, lighting, etc., are all in a satisfactory state. Miss Hales continues to do her work well; her teaching is thorough, and she possesses the tact and patience required for the work she is engaged in. The standing of the pupils in writing, drawing, spelling, grammar, geography, composition and

arithmetic is good. The pupils appear to comprehend the meaning of what they read fairly well, but their expression in many cases is deficient, the result no doubt of their peculiar native accent. The discipline, order, and arrangement are good.

Miss Maggie Smith's.—The teacher in this room has been changed since my last visit, it is now in charge of Miss Maggie Smith, who holds a third-class professional certificate, and has also passed the Junior Leaving Examination. She has had six months experience in a Public School. I cannot say much about her work, as she has only been in her present position for a short time. She presents her subjects well and is painstaking with her pupils. Her pupils did satisfactory work. Everything about this room is in excellent order and well kept.

The school-yard and closets are properly kept.

It is worthy of mention that a pupil (Miss Melissa Thomas) from this Institute was successful in passing the Public School Leaving Examination held in July at Strathroy. She is still attending and taking up "Primary" work. I was much pleased with her grammar and compcsition.

Church of England.—I visited this school on the 10th of October, and found it closed, owing to the school-room being used for taking the entries in connection with the Muncey Fair, which was held on the following days —I returned again on the 19th of October and found only two pupils present. The teacher, Mr. Dontator, informed me that the small attendance was caused by the pupils being away to the Oneida Fair, which was held on that day.

There were enrolled on the day of my visit twenty-three, classified as follows :— 8 in Part I., First Reader ; 4 in Part II., First Reader ; 6 in the Second Class ; 4 in the Third Class ; and 1 in the Fourth Class. The two pupils present did good work.

Bear Creek.—This school was visited on the 16th of October. There were enrolled at the time of my inspection twelve :—6 in Part I. Class ; 4 in Part II. Class ; and 2 in the Second Class. There were six of these present. The highest number present on any one day during the term was ten.

Part I. Class —Three pupils present. Two of these were just beginning, the other one was able to read fairly well in Part I., First Reader, and read and write simple words in script. He also showed some knowledge of addition.

Part II. Class.—One pupil present. This pupil was able to read, spell and write quite readily and add simple numbers accurately.

Second Class.—Two pupils present. These were able to read, write, spell, draw and work questions in addition, subtraction and multiplication, middling well One of them showed some knowledge of composition. Mr. Fox (Indian) keeps everything about the school-room in excellent order.

Back Settlement.—This school was visited October 6th. There were registered at the time of my visit twenty-six, classified as follows :—6 in Part I., First Reader ; 10 in Part II., First Reader ; 2 in the Second Reader ; and 8 in the Third Reader. There were nine present on the day of inspection, and twelve on the previous day. The standing of those present in writing, drawing, spelling, reading and arithmetic was very fair. The Third Class showed some knowledge of geography and were able to compose fairly well. The pupils were attentive and diligent, and could converse in English quite freely. Mr Waucosh (Indian) keeps everything in the interior of the school-room in excellent order. He attended both meetings of the West Middlesex Teachers' Institute, and took a deep interest in the proceedings.

Joseph Fisher's.—This school was visited on the 16th of October, in the afternoon. There were sixteen enrolled at the time of my visit :—9 in Part I. Class ; 2 in Part II. Class ; 4 in the Second Class ; and 1 in the Third Class. There were three pupils present, two boys and one girl, all in the Second Class. These were able to read well, and understood what they read ; the girl was able to work questions in addition and subtraction, and the boys were able to work multiplication, and one of them showed some knowledge of simple division. The writing, spelling geography, and drawing of all were good. Mr. Fisher (Indian) keeps everything about the school-room in excellent order.

E. Scarlett, Esq. Inspector, Northumberland.

Indian Mission School, Alderville.

First Visit.

Visited the Indian Mission School, in Alderville, Township of Alnwick, April 26th, 1893.

There are forty-one pupils on the register. The attendance during the winter (owing to sickness) was irregular, the average attendance only reached seventeen. There were eighteen pupils present on the day of my visit. The school is doing fair work; the teacher, the Rev. John Lawrence, is pains-taking and energetic, and shows much anxiety for the progress and welfare of his pupils.

In the Sabbath School there are on the roll sixty pupils, having an average attendance of forty-five, under six teachers—three of whom are native Indians.

There is preaching every Sunday evening to a congregation of about one hundred. The church membership of the Indians is sixty-nine.

The Indian population is about 230 under the Chieftainship of Mitchel Chubb, Esq. The state of affairs among this people is harmonious. There is an organized Band of Hope of fifty-nine, against drunkenness, use of tobacco and profanity, which is doing a good work.

A fine new and substantial picket fence has been placed in front of the Mission Ground.

Second Visit.

Visited the school in the Indian village of Alderville, Township of Alnwick, December 29, 1893; found forty pupils on the register; present, fifteen, representing the different classes, 1st, 2nd, 3rd and 4th Books; only one present in the 4th Book. Average attendance at present, about twenty.

Reading, fairly good; writing good; spelling, defective; geography, defective; history, fair; grammar, defective.

The present population on this Indian Reserve is about 204. Preaching every Sunday by the Rev. John Lawrence, Missionary and Teacher on the Reserve, to a congregation of about 75; weekly prayer meeting well attended; Sabbath school well conducted and largely attended.

One young man—Richard Black—who previously passsed Entrance examination into a High School, has been brought out the current year into the Indian Missionary work.

———

James McBrien, Esq., Inspector, Ontario.

Indian School, Rama.

I visited this twice during the year. The Rev. J. Egan, the presiding missionary, continues to teach the school. He has not passed any of our Provincial Examinations. His discipline subjects them to regularity, order, obedience and study more than formerly.

November 9th, I inspected the school the second time, and found 34 on the roll and 28 present; average attendance for the month about 21.

The new school-house of which I spoke in my last report affords ample accommodation for all the pupils according to the law for Provincial Schools. There are seats and desks of the most approved kind, for forty scholars. The school-room is 34 ft. by 27, and about ten feet high. It is very comfortable and fairly well equipped.

There are three maps, but they are old and not up to the improvements of the age.

The play-ground contains about one-half an acre, well-fenced and drained.

The out-buildings are similar to those of the Public Schools. The sexes are separated by a fence, required by decency and virtue. Hence the Indians are taught by their environments to improve in the arts of civilization. This is manifest already.

The status of the various classes is about the same as in my last report.

R. G. Scott, Esq., Inspector, Renfrew.

Indian School, Golden Lake.

I visited the school on the 16th of June, and found, pupils enrolled—10 boys and 7 girls—as follows :—

First Part of First Book	4 boys and 5 girls.
Second Part of "	5 " " 1 girl.
Second Book	None.
Third "	1 boy and 1 girl

Pupils present :—7 boys and 6 girls, as follows :

First Part of First Book	3 boys and 4 girls.
Second Part of "	4 " " 1 girl.
Second Book	None.
Third "	1 girl.

The pupil in the Third Book read intelligently, and with proper expression ; she could work long division correctly and quickly, and knew the general geography of the Dominion accurately ; she wrote a very nice hand, and was practical in letter writing.

Those in the Second Part of First Book read nicely ; were working subtraction, practised writing from dictation on their slates, and were writing in No. 4 Copy-book.

The teacher, Miss Quinn, evidently takes a lively interest in her work, and the school is doing very well under her management.

Isaac Day, Esq., Inspector, Simcoe East, and Muskoka.

Indian Reserve School.

The teacher for the year was Miss E. Hindman, of English descent. Miss Hindman has had many years experience with the Indians. She appears to be industrious and anxious to do well. Besides she possesses a good deal of tact ; so that I think that as long as she remains I shall be able to report favorably as to the condition of the school. Miss Hindman attended the Normal School for two sessions. At one time she held a II. Class (County Board.) Now she has a Permit.

At each of my visits I found the attendance better than it had been in previous years. On June 10th, there were 29 names on the roll, of which 12 were boys. The attendance for the quarter was about 13. At my first visit, *for that day*, the attendance was small—only 6. Of these, 2 were in the First Part, 2 in the Second Part, and 2 in the Second Book. At my second visit I found also a small attendance, 9. Of these, 3 were in the First Part, 2 in the Second Part, 1 in the Second Book, and 3 in the Fourth Book.

The apparatus since my last visit, had not increased. There were two maps, a globe, a set of tablets, a teacher's desk, one chair, eleven good desks for the pupils, a brush and a broom. The school was warm and comfortable. At my first visit the floor

was very dirty. At my second I found it clean. In my previous reports I complained of the little English the pupils knew, and of the inability of the teachers, without a sufficient knowledge of the English language to teach it well. Miss Hindman knows sufficient of the Indian to teach English to the Indians; but not enough to give instructions in that tongue. In Indian schools, where the teacher's chief duty is to give instructions in the English language, I think it is highly important that teachers be engaged who would rather converse in the English tongue than in the Indian.

At each of my visits, I examined the pupils. At my first visit I found them able to answer a few questions in English; but at my second, I found a very marked improvement. The teacher allows none of the Indian language to be spoken in the school. She also encourages the pupils to use English even when at play. Of course the pupils knowledge of reading, geography, &c., was but meagre, but better than the year before. The writing was very fair. The arithmetic was poor.

A. McNaughton, Esq., Inspector, Stormont.

Indian School, Cornwall Island.

First Visit.

I visited the Indian school on Cornwall Island, on the 23rd of June, and found the school in charge of Mr. Louis Benedict, who has held the same position for many years.

The number in attendance was 10, and the number enrolled for the quarter, 22.

The pupils were examined in reading, spelling and arithmetic, and showed a slight improvement in these branches. Their writing was fairly satisfactory.

The teaching is conducted in English, and the pupils are acquiring a knowlege of its use, but their ordinary conversation outside of the schoolhouse, is carried on in Iroquois.

The majority of the pupils are quite young, and the progress made in acquiring a knowledge of the primary branches of common school education is feeble and tardy, but sufficient to give promise of higher advancement in the future.

Second Visit.

I visited the Indian school on Cornwall Island, on the 4th September, and found Mr. Louis Benedict in charge.

The attendance was small, only six pupils being present. The cause of the meagre attendance was said to be the absence of several families from the Island, who were engaged in the occupation of hop-picking in the neighborhood of Prescott.

The few pupils who were present gave satisfactory evidence of progress in the primary branches of an English education.

A. B. Davidson, Esq., Inspector, York, North.

Indian School, Georgina Island.

On the *22nd of March, 1893*, I visited this school. The number of pupils enrolled for this quarter was 17, classified as follows: Third Book, 3; Second Book, 4, Part II., 2 P. I., 8. On the day of my visit 12 pupils were present, of whom 4 were in the Second Book, 2 in Part II. and 6 in Part I. The pupils in the Second Book read on page 72 and did so very monotonously. Spelling from the reading lesson, oral or written, was very satisfactory. In arithmetic, they could solve simple problems in reduction. In Geography, they had some knowledge of definitions and of the maps of the Dominion and the World. Their writing in copybooks and on slates was very good. Their drawing in kindergarten books was fairly satisfactory. The drawing of one pupil was specially excellent.

The pupils in Part II. read much better than those in the Second Book, and spelling was excellent. They add readily and can subtract and multiply fairly well. Part I. was in two divisions, the highest being almost ready for promotion. They read well, could add, subtract and multiply a little. All classes understood clearly the meaning of their reading lessons. The school-house is a good substantial building, painted white, and well lighted by four windows, for which blinds are much needed. The building is surmounted by a belfry and bell and entered by a small porch. The room has been calsomined and tinted since my last visit, and was neat, clean and comfortable, furnished with 11 desks, 2 wall forms, teacher's table, blackboard, maps of Ontario, Dominion, and the World. The school is opened with singing, prayer and the reading of the Scriptures, and closed with singing and prayer. The teacher, Mr. Robert Mayes, is both missionary and teacher and is well qualified for the work.

Second Visit.

Sept. 13th—Visited the school on the Sheguiandah Indian Reserve, still taught by Mr. James Keatley, who has been in charge now for about three years. At the time of my visit five children, all just beginning to read in the First Book, were present. Addition up to 20 and writing of words of three letters covered the extent of work attempted by those in attendance at the time of my visit. About 11 pupils had been in attendance a few weeks previous, but for some reason the average had been only about 5 since the beginning of September up to the 13th inst.

Sept. 13th—Visited Sucker Creek Indian School, taught by Miss Alice Keatley, holding only a High School Entrance Certificate. Present 9 pupils, 2 in the Third Book, 3 in the Second and 4 in the First. School-room clean and well heated; order good; Writing and Spelling good; Arithmetic fair in Third Class up to reduction, but chiefly in mere mechanical work.

Sept. 27th—Visited Garden River Indian School, taught by Mr. John Hill, a graduate of English Training Schools, but old and feeble, and utterly unfit to do good work in a new field. Out of 26 registered pupils, found only 10 in attendance, of whom two were in the Second Book, others in the First. Reading, Writing, Spelling and Simple Addition covered all the work attempted, and even these were poorly done.

This school has very much deteriorated within the past two years, when as many as 36 pupils were sometimes found in attendance, with classes fairly well up in Third and Fourth Book subjects.

Sept. 28th—Visited Shingwauk Boys' Home Indian School. Found altogether 100 pupils in attendance. This increased attendance is partly due to the removal of the pupils of the Wawanosh Girls' Home to this institution, the two schools being now directly under the same management, with two separate school-rooms.

The classes ranged from First to Fourth Book inclusive, with all the subjects taken up which such classes attempt in public schools. Found Reading fair, Arithmetic and Grammar, medium; Geography, Writing and Drawing, good, and Spelling up to the average white school.

Sept. 28th—Visited Girls' Department, taught by Miss J. H. Champion. Classes same as Boys' Department and almost the same standing. In the lower classes girls and boys were taught together. The Boys' Department is taught by a Mr. Boulden, holding a Second Grade Professional Certificate from England.

Comparing results in the ordinary Indian Schools, and in those conducted as Industrial Schools, furnish a very strong argument in favor of the latter system, not only as regards progress in the branches of a public school education, but in what I think is equally important to the Indian, training in habits of cleanliness and industry and the conditions of civilized life.

I have already noticed in former reports the unsatisfactory condition of the average Indian school in the District of Algoma, and attempted to furnish some reasons as to the cause. It is unnecessary that I should do more than state now that I consider the money expended in their maintenance to a very great extent thrown away.

D. McCaig, Esq., Inspector, District of Algoma,

Protestant Indian Schools.

First Visit.

Wawanosh Girls Home.

Jan. 22nd—Visited Wawanosh Girls Home, found 16 pupils present and 21 names on the school register. Miss Champion, who has had charge of the school for over two years, is still employed as teacher, and is doing careful and successful work among her Indian girls. At the time of my visit, classes ranged from I. to III. Books inclusive. Found reading, writing and spelling good, and arithmetic fair up to bills of parcels and easy problems in reduction in senior classes. A fair beginning had also been made in grammar and geography.

Garden River.

Jan. 24th—Visited Garden River Indian School. Found the school in charge of an old man lately out from England, educated in some of the Indian Training Schools, but not likely to be a success among Indian children, with whose habits and language he has no acquaintance.

At the time of my visit he (Mr. John Hill) had only 8 pupils in attendance out of a register number of 17. The classes were all confined to the I. and II. Books, and the standing low at that. Reading, spelling, writing and arithmetic, as far as simple operations in subtraction, covered the extent of school work carried on by the pupils. From some cause or another this school has deteriorated both in standing and attendance within the past two years. Irregularity and removal of families are perhaps the chief causes.

Shingwunk Boys Home.

Jan. 24th—Visited Shingwauk Boys Home. Found in attendance 26 pupils, with 50 names on the School register. This being an educational mission school, it is managed on the half day system; about half the pupils, therefore, were employed about the workshops and farm. At the time of my visit classes ranged over I. to IV Books inclusive. Found reading, writing and spelling fair, grammar only medium. Owing to frequent change of teachers and other causes, this school has lost ground within the past 18 months. The present teacher, Mr. A. Tyrea, has had some experience and is possessed of considerable energy, and will, I think, do good work if left long enough in charge.

Spanish River.

Feb. 3rd—Visited Spanish River Indian School. Found in attendance 10 pupils out of a register number of 14. The teacher, Miss Carrie Morley, seems to be doing good work. Found the school-room warm and comfortable, with classes in I. II. and III. Books. Reading and spelling fair. Arithmetic backward, but work neatly done.

Birch Island.

Feb. 6th—Visited Birch Island Indian School for the first time. Found the teacher, Mr. Louis French, had been appointed by the Bishop of Algoma, but had no certificate of any kind. Nine pupils were present, all attempting to read in the I. Book, but knowing little or nothing about the meaning of words used, or the subject of the lesson. Found the school-room utterly dirty, cold and miserable, and children and teacher, if possible, more dirty than their surroundings. Teacher told me he taught five days in the week, wrought in the lumber camp on Saturdays and preached on Sundays. Don't know how he may succeed in the last two callings, but know teaching is not his vocation.

Sheguiandah.

Feb. 8th—Visited Sheguiandah Indian School. The teacher holds a certificate from the Irish Training Schools, but finds it very difficult to show satisfactory results in his present position. Only eight pupils were present at the time of my visit out of a register number of 22. The 8 present were classified as follows: One in the III. Book, one in the II. and the others in the I. Reading and spelling very backward and arithmetic nowhere.

This school seems to have remained about stationary for years, and that at a very low stage. The school-house furniture and everything about the place is utterly bad. Reporting them has made no improvement as yet.

Sucker Creek.

Feb. 22nd—Visited Sucker Creek Indian School, taught by Miss Alice Kealey, holding only an Entrance Certificate. Found the school-room clean, warm, and greatly improved as to inside appearance, having been recently well lined with good matched lumber, and supplied with desks and seats of best modern make. Found, however, only 3 pupils present, out of a registered number of 10. Two were classed in the III. Book, and did fairly well in reading, spelling and writing, and could deal successfully with easy bills of parcels, with fairly accurate work in the four fundamental rules.

Can report favorably of this school, except as to attendance.

It will be seen from foregoing reports that attendance is exceedingly low throughout, being only an average of 11 3-7 pupils for each school, and if the Industrial Schools are left out, only an average of 7 3-5 for the remaining five schools. This makes Indian education an exceedingly expensive affair, especially when results are taken into account. If the attendance at the time of my last visit is a fair average of the average for the year, and I think it is, then about $43 per pupil per annum is the average for Algoma, with results somewhat microscopic outside of the Industrial Schools.

Irregularity of attendance is the great difficulty, and for this there seems to be no cure under the present system. Indian parents feel no responsibility whatever in the matter, and any attempt at coercion only makes the difficulty more pronounced.

Rev. George Grant, Inspector, Districts of Nipissing and Parry Sound.

The five schools embraced in the two districts are now under the care of white teachers, and are doing fairly good work. The only change in the teaching staff has taken place in Nipissing Reserve. Mrs. Isabella Johnston, the last of our native teachers, was allowed to retire, and her place has been filled by Mr. F. Crawford, an experienced and competent teacher, holding a Third Class Certificate.

Nipissing District.

Nipissing Reserve, Beaucage Bay.—Visited 25th April. Arrived at school 1 p.m., and left 4.15 p.m. Found 16 names on roll. Classified: Book IV., 3; Book III., 1; Book II., 2; Book I., Part Second, 2; Part First, 8. Present at time of visiting, 6 Indian and 2 white pupils. Classified: Book IV., 1; Book II., 1; Book I., Part Second, 2; Part First, 4. It will thus be seen that the whole school, except 2 pupils, were in Book I. Examined the classes in reading, spelling, arithmetic, dictation, writing and drawing. Class IV.—Reading, selection from text book, Daffy-down-dilly, fairly distinct, and moderately good reading. Spelling, quite at home in common words and words taken from the text-book, but failed on selected words. Arithmetic, at reduction, but puzzled by easy questions in that rule. Could multiply, divide, etc, with freedom, and accuracy. Dictation, gave the following from a newspaper: "The climate is mild

and healthful twelve months in the year. The land bristles with manufacturing resources, and is a farmers' paradise." Four words—"months," "manufacturing," "resources," "paradise"—were misspelled. We then gave six lines from the text book (page 47) beginning, "Daffy was delighted," etc. These were transcribed without a mistake. Writing and drawing, fairly good. Class II.—Reading, fairly good. Arithmetic, at multiplication. Can do the work with a reasonable degree of speed and accuracy. Drawing and writing, rather backward. I.—Part Second, struggling with words that are beyond their capacity. Should have been left a while longer in the tablets. Part First, have only but fairly started. On the whole, the school appeared to be doing satisfactory work. The school grounds should be enclosed with a fence. This could be done at no great expense, and would be a great improvement to the premises. The plaster on parts of the ceiling is broken, and should be repaired.

Parry Sound District.

Parry Island, No. 1.—Teacher, Miss Mary Pace; holds Third Class Certificate. Visited 16th May. Entered school room shortly after nine, and remained until noon. A comfortable residence has been built for the teacher. Found everything in the school-room clean and tidy, but plaster on parts of the walls and ceiling broken and in need of repairs. The school grounds have a neglected look. Should be enclosed with a suitable fence.

On roll for the present half year, 21. Classified as follows: Book IV., 2; Book III., 5; Book II., 1; Book I., Part Second, 6; Part First, 7. Average attendance for the term, 7; present on the day of visit, 6—of Book III., 3; and Book I., Part First, 3. Examined in reading, dictation, spelling, arithmetic, drawing and writing.

Class III.—Reading, in a good clear tone of voice, and with considerable intelligence. Spelling, gave 15 words selected from text book; 1 perfect, 2 had one mistake each. Exercise in (writing) words of same sound, but different meanings, with 13 words; 1 was perfect, 1 made two mistakes and 1 four. Dictation, gave 6½ lines from lesson on "The Otter." They had each one mistake Arithmetic, class could do problems in buying and selling, which involved the use of all the simple rules, make up bills of goods, etc.

Writing, very good. Drawing, not much done, but what was done was fairly good.

Book I., Part First.—Just beginning to read. Appear to understand the work as far as they have gone. General impression, the school is under good management, and doing fairly good work.

Parry Island, No. 2.—Teacher, Miss Mary E Yates; holds Third Class Certificate; model school trained. Visited 16th May. Entered school shortly after 2 p.m., left 4.40 p.m. Found on roll, 9. Classified as follows: Book IV., 2; Book III., 2; Book II., 2; Book I., Part First, 3. Average attendance, 6; present on day of visit, 5—of Book IV., 1; of Book II., 1; of Book I., Part First, 3. Everything about the school room had a clean, tidy appearance. Walls and ceiling newly white-washed. It would be an improvement to have the school premises enclosed with a suitable fence. Examined writing, drawing, reading, arithmetic, spelling and dictation.

Class IV.—Reading, reads easily, but style of enunciation hard to be understood. He evidently fully understood the meaning of the passage read.

Spelling, gave 20 different words, selected from the text book. Lesson, Richard and the Nubian, perfect. I then gave 20 selected words; he had only four mistakes. Few white pupils in the Fourth Class would do better. Dictation, gave 7½ lines from The Capture of Quebec. The boats . . . to . . . difficulty. Had only one error. Although the passage is not an easy one; nevertheless it was written down with the greatest exactness, and in a beautiful hand. Arithmetic, gave five questions involving the common rules, square and long measure, L. C. M. and G. C. M. On these he obtained 100 per cent. Drawing and writing, unusually good.

Class II.—Reading, fairly good. Spelling, did well in oral exercise and in words selected from text book, but failed on words selected from all sources. Arithmetic, gave two questions—one in short Division and one in Multiplication. Got the Division ques-

tion, but failed on Multiplication. Dictation, gave 5½ lines from text book. Elephants . . . to . . . reason. Perfect. Writing, fairly good; copies clean and neat. This class does a little at drawing; fairly good. Part First read with difficulty. Could make the figures fairly well. General impression, the school is in good condition, and doing excellent work.

Shawanaga, No. 1.—Teacher, Miss C. Harrison; holds Third Class Certificate. Spent the whole forenoon in the school. School-room clean and comfortable. Found on roll, 27. Classified: III., 4; II., 6; I, Part Second, 3; Part First, 14. Average attendance, 14; present on day of visit, 9—of Class III., 1; Class II., 2; I., Part Second, 1; Part First, 5. Examined reading, spelling, dictation, arithmetic, composition and writing.

Class III.—Reading, using Gage's Third Reader. Advised to get the Ontario Readers. Reading fairly good, but too low and monotonous. Spelling, fair. I tested the knowledge of the English Language by asking how to perform several simple acts, all of which was done correctly. Dictation, gave six lines taken from Mungo Park and the Negro Woman. Had one error. Composition, asked for a familiar letter on spring, including sugar-making, black flies, mosquitoes, etc. She wrote a few lines fairly well. Writing, very good.

Class II.—Junior part of the class. Reading and spelling, pretty good. Writing, fair. Arithmetic, four questions in Multiplication, by whole numbers and by factors. One got three right, the other got one. Dictation, 4½ lines from text book. One perfect, the other had six mistakes. I. Book.—Part First are just beginning. With exception of the order, which might be improved, the management and work of the school was satisfactory.

Henvey Inlet, No. 1.—Teacher, Miss Elizabeth Frances; holds a Temporary Certificate. Visited 1st June. Spent the afternoon in the school. Found the school-room clean, and fairly comfortable. Six broken panes of glass in the windows, and the school premises without any kind of enclosure Could not a suitable fence be put around the premises? On roll, 26. Classified: IV., 1; III., 4; II., 1; I., Part Second, 4; Part First, 16. Average attendance, 13; present at time of visit, 18—of Class III., 3; I., Part Second, 3; Part First, 12. It will be seen that all the school except three were in Book I.

It appeared from the register that the teacher had been absent from February 22nd to March 6th—two weeks. Cause, a felon on hand. And again from 17th to 28th April, just after sugar-making. Cause, no pupils.

Class III.—Reading and spelling, fair, but in reading the sentences were broken up into single words, with little reference to sense. Dictation, gave a few lines from text book, but the result was not satisfactory. Arithmetic, none in school. Not even Fourth Class beyond Division. Gave one simple question in Division—2 figures in Division. All could do the manual part of the work, but none got the correct answer.

Writing, the senior classes write very nicely. Drawing, Classes IV, III. and II. draw. They do very well. Part First, 9 were in the alphabet. The remainder were struggling with the first lessons in reading, pronouncing one word at a time, without reference to sense.

The school, although far behind the other Indian schools of these districts, is yet far ahead of what it was under native teachers. The present teacher has but a very limited knowledge of the art of teaching. Nevertheless, she appears to work hard and honestly, and with some encouraging success.

The broken panes of glass should be attended to before winter again sets in, as I understand that four of these were out all last winter—a severe trial to pupils and teacher, and involving no little waste of fuel.

Nipissing Reserve, Beaucage Bay.—Second visit 9th November. Found on roll for the term 14 Indian and 2 white children. Classified: Book IV., 2; Book III., 1; Book II., 2; Book I, Part 1st, 11. Average attendance for the term, 9; present on day of visit, 10. There was a lack of higher class pupils in attendance. All present except one pupil of the second class, belonged to Book I, Part 1st. The school was thus in reality

a Primary Division—considered in this light, it was well managed, the teacher employing natural and suggestive methods, endeavored to make the work attractive as well as profitable. The reading, arithmetic, and spelling, for the grade of pupils, were fairly good. Drawing and writing (except the copy books of the fourth class) did not amount to much.

Parry Sound District.

Shawanaga, No. 1.—Second visit, Wednesday, 11th October. Found the school closed. Teacher absent. It appears she had gone on the previous Friday to the Landing, an Indian fishing station on the Georgian Bay, five miles distant from the school, and had not yet returned. No one seemed to know the object of her visit or the cause of delay in returning. The register showed that the school had been closed from 30th June until 26th September, then opened for 9 days, then again closed. That is to say at the date of my visit the school had been closed 12½ weeks during the present half year, and open only 9 days. The following from my report of last year, shows that a similar state of things then existed. "In consequence of the school being closed for 11 weeks during the half year, very little progress has been made in any of the classes since my last visit—the teacher was at her post at the proper time and remained there, but the Indians were absent fishing and berry-picking. These inroads upon the school time are a serious hindrance to the progress of the school. It is a matter of surprise that under the circumstances, the pupils are so far advanced as they are." I have since consulted with Dr. Walton Indian Superintendent, and he has taken the trouble to investigate thoroughly, the causes which have led up to this unsatisfactory state of affairs—when the facts are fully known we shall suggest what, in our judgment, may appear to be the proper remedy. I ordered the school to be called, and in response four pupils put in an appearance. 1 in Book III., and 3 in Book I., Part 1st. As might be expected their work was of a very inferior order. Two lads, former pupils of the school, but who think they are getting beyond school age, dropped in. They could read fairly well and do easy sums in addition.

Parry Island, No. 1.—Visited 10th October. Found on roll for term, 10. Classified: Book III., 2; Book II., 1; Book I., Part 2nd, 2; Part 1st, 5. Average attendance for term, 4; present, 4. There are 13 children of school age. There are 13 children of school age, on the upper end of this island, belonging to the Parry Island Band, 10 of these are on the register for this term. Of the other three, one, 13 years of age, attended 10 days during the past school term; another 15 years of age, attended 48 days, and the third, 11 years of age, attended 16 days. The teacher complained sadly of the inclination of pupils to play truant. The band have adopted the following rule to check this inclination and prevent absence. "Any child that is absent 20 days, without a reason satisfactory to the Indian Superintendent, shall be fined fifty cents, to be deducted from the annuity money." These fines are to be devoted to improvements on the school and premises. The fines of the first half year have painted and kalsomined the school house, so that the building now presents a clean and neat appearance. This rule is being strictly enforced with what promises to be excellent results. Eight Indian children not belonging to the band attended this school last term. The few pupils present did well in reading, spelling, arithmetic, dictation and writing. There is a marked improvement in the neatness with which the pupils, especially the Juniors, make their figures and set down their work. I was very favorably impressed with the management and general condition of the school.

Parry Island, No. 2.—Visited 12th October. Found on roll for term, 10. Classified: Book IV., 2; Book III., 3; Book II., 2; Book I., Part 1st, 3. Average attendance for term, 4; present, 4. Dr. Walton, Indian Superintendent, accompanied me on this trip and assisted in the examination of the classes. The reading, spelling, dictation, writing and arithmetic were unusually good and would have done credit to any ordinary white school. For composition, the 3rd class (1 pupil) was asked to write a letter to a friend; a sensible well expressed letter was written, properly dated, properly addressed and signed. Quite good enough to send to any one. The writing and drawing, were as usual above the average. General impression—this school is well managed and doing excellent work

C. Donovan, M.A., Esq., Inspector Roman Catholic Indian Schools.

(Western Division.

West Bay Reserve.—Visited Aug. 30. The accommodations here are generally suitable and the requisites for school work well supplied. The class room has been improved since former visit, but it still needs some repairing against the coming winter. The desks and seats are substantial ; there is a good stove, a good but small blackboard, a new globe, map of the Dominion and map of the World ; books, slates, etc, are apparently in full supply. The yard is undefined ; no well ; two good closets. On the whole, the school is in proper condition for work. There was no teacher at the time of my arrival, but I was informed that one would be employed at once. Most of the school work is confined to the first two forms but there is also a small third form. About 20 children in all have been in attendance.

Wikwemikongsing.—Aug. 31. The much-needed school house has been finished here within the past year and has a very respectable appearance. The room is snug and comfortable, having good facilities for heat, light and fair ventilation. The supplies are very deficient, the wants being : more desks, a larger blackboard, a clock, a map of the World, slates, pens, chalk, catechisms and arithmetics. There are two good closets—one a little out of repair ; no well, but a rather improved yard. There are 31 pupils enrolled ; the second form is the highest, but a third may be started soon. The teacher, Miss Marie Lamorandure, has no certificate but is very intelligent, earnest and energetic. The prospects for educational progress are quite encouraging.

South Bay.—Aug. 31. I found nine pupils in attendance out of a possible 20, and little or no work being done. The teacher, Mr. John A. Wankegijig is clearly not a success as a pedagogue and his pupils give no evidence of interest or headway. The building has not been seen to lately and urgently needs strengthening against the coming winter. The desks and seats are good, the blackboard needs some improving, there is no clock, no numeral frame and no globe. Other supplies wanted are : books, copies, slates, pens and pencils, and in fact nearly everything necessary for carrying on school work. It is hoped that proper attention will be given to this school without delay.

Basswa Village.—Sept. 1st. The teacher of this school was at his post until the Friday preceding my visit, when he was obliged to close up, as all the pupils had gone out with their parents on a berrying expedition. It is a comfortable little school—large enough for the number attending, but is lacking in furniture. Judging by the books in the room, the work does not go beyond the second form, and that not very comprehensive owing to irregular attendance. There are two good closets in the yard but they are difficult of access owing to the ground being overrun with shrubbery. It is expected that the teacher, Mr. Charles Mianqkowe, can resume duties in a couple of weeks.

Wikwemikong Institute, Boys.—Sept. 1st. The watchful and practical care hitherto the characteristic of this institution still prevails, and if anything with increased power for efficiency. There are two teachers, two class rooms, and an ordinary attendance throughout the year of 60 boys. The curriculum usually includes the work of the four forms ; but owing to the early period of the school year, the fourth form has not yet been started. The rooms are commodious, clean, airy, lightsome, and comfortable, but there is an insufficiency of proper seats and desks. Blackboards are ample, maps nearly so—map of the world being wanting ; there is an excellent globe, but the supply of readers, slates, pencils, etc., needs to be replenished. The external accommodations—play grounds, closets, well, etc., are all that can be desired, and in the building there is a large recreation room for use in rough weather. The various shops for manual instruction in the trades of blacksmithing, baking, tinsmithing, carpentering, etc. are in operation. The whole, scholaristic and mechanical, is under the management of the Jesuit Fathers, and the results reflect credit on their well-known ability and zeal.

Wikwemikong Institute for Girls.—Sept. 1st. This is also under the jurisdiction of the Jesuit Fathers and with equally satisfactory results. The Daughters of Mary are

still the teachers in the class rooms, instructors in the various branches of house work, and the actual managers and caretakers of the institution. Eighty-five girls have been in attendance during the year, and their studies include all the branches of the school programme (Forms I. to IV.)—in all of which the pupils acquit themselves with surprising credit The necessary requisites—books, etc.,—are fully supplied, except that a map of Europe, some geographies, and proper reading tablets are wanted. All accommodations, within and without, are quite suitable and well kept. In the matter of domestic economy in all its varieties the girls display remarkable ability. In a word, this is a most successful institution, and for its satisfactory condition the ladies in charge are entitled to infinite praise.

Serpent River.—Sept. 4. Little or no progress has been made here since last year, and the teacher, Mrs. Mary Cada, complains that the chief cause is irregular attendance. Second form work is the highest attained, and that by a few only. The teacher states that she gives weekly instruction to the girls in sewing and knitting, a very commendable practice. The building needs tightening up for the winter, and the heating power is weak. Two good closets have been erected since previous visit, but there is still neither a regular yard nor a well. The blackboard is worn ; the requisites needed for school use are : a globe, clock, numeral frame, slates, copies, and pens. The teacher has no certificate. Pupils enrolled, 23.

Mississauga.—Sept. 5. The teacher here is Miss Louisa Dyke (no certificate) —inexperienced, but quite promising. The number of pupils enrolled is 26, all but one of whom were absent on a berry-picking expedition. The work here reaches the third form and may run into the fourth before the end of the current session. The school is almost entirely destitute of books and the blackboard is too small to be of service. The building needs repairing immediately and the closets should be separated and furnished with locks and keys. Irregular attendance is here also a matter of deprecation.

The Sable or Thessalon.—Sept. 6. Everything here presents a neat and tidy appearance, but the house has been too loosely constructed for winter use and should be fixed up without delay. The maps and globe are good, but the blackboard is entirely too small to be of use. Several small supplies are wanted, including register, bill, ink and pencils. There is no defined play ground and much needed closets are still absent. The teacher, Mrs. Victoria Shawana, has an experience of three years, is untrained but possesses fair natural ability. Thirty children are enrolled none of whom are graded higher than the second form.

Garden River.—Sept. 7. This is one of the most vigorous of the Indian Schools. The premises are always clean, orderly and generally comfortable. All the essential requisites are well supplied, the only wants being a clock, a numeral frame and a set of reading tablets. All four forms are usually in operation ; the number enrolled runs as high as 55, and the irregular attendance usual in Indian schools is—by the efforts of the energetic principal, Rev. Thos. Ouilette—kept at a minimum. The assistant teacher, Miss MacMahon, has an experience of eight years and is thoroughly devoted to her work.

Fort William, Boys.—Sept. 11. The general state of the premises is much better than it was a year ago. The room has a snug, cheerful and comfortable appearance and is sufficiently well furnished and equipped. A supply of books, slates, etc., is pressingly required. The yard is in good condition and the closet has been removed to a suitable position. The educational standing, however, cannot be said to have satisfactorily improved since last year. The highest point reached has been the third form and only three pupils in it. Very little geography has been taught and no language or grammar at all. Only 14 pupils enrolled and 5 present at the time of my visit. The flagging interest noticed last year still largely prevails, towards the rousing up of which a strong effort should be made. Miss Emma Donahue, the teacher, has a Quebec but not an Ontario certificate.

Fort William Girls and Orphans.—Sept. 11. In the matter of educational standing everything here is satisfactory and progressive. There are two departments

each under its own teacher, both managed with energy, devotion and ability, attended by 73 pupils who are not only well up in knowledge for their years, but are well mannered, orderly, and interested in their work. The practical side of life is also most effectively attended to, and all the girls are thoroughly trained in dress making, tailoring, knitting, plain sewing, cooking, laundry work, and other branches of domestic economy. The teachers are Sisters of St. Joseph, always remarkable for their zeal and success. The school building has come to wear a very shabby aspect and is clearly too small for the attendance. The lighting is good, but the heating power is weak and the ventilation poor. The desks are good but are in a state of scarcity—other equipments are in general satisfactory. Some small supplies are wanted. Yard accommodations are ample and suitable.

Red Rock or Nipigon.—Sept. 13. This is a small school and is likely to remain so while the building is in its present situation and condition. The site is too far from the population, and the building with its dilapidated foundation and generally flimsy structure is too dangerous for occupation and should not be used any longer. The teacher, Miss Elizabeth Lahaye, Quebec certificate, is assiduous and attentive, but with all her efforts the pupils, only seven in number, have not, owing chiefly to irregular attendance, gone beyond first form work. The room is poorly furnished and equipped, and the yard accommodations are in a still worse condition. The authorities should at once put this school in proper working order. The inspector disclaims all responsibility for consequences if used in its present condition.

Suggestions.—It is again advised that the greatest vigilance be exercised towards keeping the schools comfortable and fully supplied with all essential requisites. While it is gladly admitted that some improvement has been made within the past year, it must be stated that a great deal more remains to be done. It is true that absenteeism is more peculiar to Indian than to white schools, but among the former as among the latter, I have uniformly found that the attendance and standing of the pupils depend chiefly on the character of the accommodations and the efficiency of the teachers. Within the past two years, the number of Indian schools in this division has increased from 15 to 19; this, in itself, is quite encouraging.

---

4. Report of the Director of Teachers' Institutes for 1893.

To the Hon. G. W. Ross, L.L.D., M.P.P., Minister of Education:—

Sir,—I have the honor to submit the following report of my work during 1893, as Director of Teachers' Institutes for the Province of Ontario.

My appointment took place shortly before the close of 1892. Beginning work about the middle of January of the present year, I have attended in my official capacity thirty-six institutes, exclusive of a meeting of the upper grade teachers of Toronto. Only one of these was a city institute, the one held in Ottawa. It was held for only one day, all the others were for two days each, except the one in West Victoria, which occupied three days, during two of which I was present. As the result of an arrangement, sanctioned by the Department, I have spent my time this year chiefly in the western part of the Province. Exclusive of the cities of Toronto, Ottawa, Hamilton and London, which are for institute purposes separate from the counties in which they are geographically situated, there are sixty-four institute districts in the Province, making sixty-eight in all.

This leaves me thirty for 1894, and as this will not fully occupy my time, it is my purpose to go to as many of those in places which I have visited this year as I can overtake. The following is a list of Institutes held during 1893 :—

District.	*Place of Meeting.*	*Date.*
1. West Victoria	Kirkfield	January 19-20
2. Halton	Burlington	" 26-27
3. South Wellington	Elora	February 9-10
4. Dufferin	Orangeville	" 16-17
5. Waterloo	Berlin	" 23-24
6. East Huron	Wingham	March 2-3
7. Lincoln	St. Catherines	" 9 10
8. East Middlesex	London	" 16-17
9. Oxford	Woodstock	" 29-30
10. East Bruce	Chesley	April 27-28
11. Brant	Brantford	May 11-12
12. North Wellington	Drayton	" 18-19
13. Haldimand	Caledonia	" 22-23
14. East Kent	Thamesville	" 25-26
15. Peel	Brampton	" 29-30
16. South Grey	Durham	June 1-2
17. East Algoma*	Thessalon	" 12-13
18. Manitoulin	Manitowaning	" 15-16
19. East Parry Sound	Sundridge	" 29-30
20. Muskoka	Huntsville	Aug. 31, Sept. 1
21. West Parry Sound	Parry Sound	September 7-8
22. Perth	Stratford	" 14-15
23. East and West Lambton†	Sarnia	" 21-22
24. West Bruce	Kincardine	" 25-26
25. Norfolk	Simcoe	" 28-29
26. East Grey	Meaford	October 5-6
27. South Simcoe	Alliston	" 9-10
28. Welland	Welland	" 12-13
29. South Essex	Amherstburg	" 16-17
30. North Essex	Windsor	" 19-20
31. West Middlesex	Strathroy	" 26-27
32. West Kent	Tilbury Centre	November 2-3
33. Wentworth	Hamilton	" 9-10
34. West Grey	Owen Sound	" 16-17
35. West Huron	Goderich	" 24-25
36. Ottawa	Ottawa	December 1-2

For seven or eight years prior to 1893, I had been in the habit of acting on occasional invitations to take part in teachers' institutes, and had in this way attended sixty-eight in over fifty different districts. The impression was early made on my mind, as the result of close observation, that the value of institute work is greatly impaired by the fragmentary character of the usual programmes. This impression was confirmed by conversations with inspectors and teachers here, and by enquiries as to the methods of conducting institutes in New York and Michigan, where each programme is made up to a large extent

*The date fixed for West Algoma Institute at Port Arthur was June 5-6, but I was so long detained en route, by the grounding of the steamer *Manitoba*, that I was unable to be present at the meeting.

†The East Lambton Institute, which should have been held at Watford on the 2nd and 3rd of February, was, on account of a local epidemic, postponed to the 4th and 5th of May, and was eventually dropped altogether.

of topics closely related to each other in connection with a few general subjects or departments of the school curriculum. I endeavored to remedy the prevalent defect by asking the privilege of discussing such a logically arranged programme when I accepted invitations to institutes, and before my appointment I had on a great many occasions taken up the following series of topics, under the head of "English":—

1. Reading and writing.
2. Composition.
3. Grammar.
4. Philology.
5. Rhetoric.
6. Prosody.
7. Literature.

During 1893 I offered the same programme, with an alternative group of topics, under the head of "Mathematics":—

1. Mental arithmetic.
2. Arithmetical rotation.
3. Addition, multiplication, subtraction, division.
4. Fractions.
5. Ratio and proportion.
6. Involution and evolution.
7. The relation of arithmetic to algebra and geometry.

Of the thirty-six institutes held this year, twenty-one preferred the mathematical program and the remaining fifteen the English one, the disparity being due to some extent to the fact that in many of the twenty-one districts I had already within recent years discussed English topics. In this connection I may be permitted to state here, that for 1894 I am offering the following as a third group of topics. They are less intimately connected with each other than those of the English or the mathematical group, but they have this in common that they demand the same pedagogical method of school room treatment, the one called by logicians and scientists the "inductive" method:—

1. Physiology and hygiene.
2. Physiography (mathematical and physical geography).
3. Agriculture.
4. History and political geography.
5. History and politics (often called Civics).

These three groups of topics cover the whole field of the obligatory Public School work except drawing and the commercial course, the former of which does not lend itself advantageously to pedagogical treatment within a short time division, while the latter consists largely in the practical work of making accurate records and simple calculations. They cover also a large part of the ordinary High School work, omitting those subjects in which Public School teachers have the least interest from a professional point of view.

At every institute, except two, a considerable portion of the time was taken up by members to whom topics different from those in my own list had been assigned, and in these two cases, the fact that I had the whole time of the programme to myself, was due to

accidental causes. I subjoin a list of such topics with aggregate number of times each occurs in the whole of the thirty-six programmes :—

Subject.	*No. of Times.*
History	18
Grammar	13
Literature	10
Geography	9
Arithmetic	9
Composition	8
Drawing	7
Science	5
Physical Culture	5
Reading	5
Writing	5
Politics	4
Object Lessons	3
Music	3
Hygiene	3
Foreign Language Reading	3
The World's Fair	2
Phonographic Shorthand	1
Spelling	1
Mensuration	1
Algebra	1
Manual Training	1
Rhetoric	1
Philology	1
The Inductive Method	1
Business Education	1

A few subjects connected with the profession of teaching, including professional training, were discussed, in some cases more than once. Amongst them, "Normal Schools," "Teachers' Reading," the teacher's relation to parents and to pupils, "Teaching as a Profession," "Responsibilities and Rewards of the Teacher," the teacher's "Difficulties." A fruitful field of discussion was the organization and discipline of the school room. Some of the titles of papers were "Discipline," "Mistakes," "Time-table," "Practical Schoolwork," "Busy Work," "Politeness," "Tact," "Kindness," "Moral Sentiment." In three places promotion examinations were keenly discussed in their various phases and tendencies. The favorite subject of educational policy for discussion was the High School Entrance Examination, which came up at ten different institutes, while other matters were taken up to the number of six. The duty of School Boards in relation to school grounds, ventilation, etc, was dealt with in one paper, and the furnishing and ornamentation of the school room in another. The general characters of kindergarten, primary and advanced methods, were discussed at rare intervals, and supplementary reading for pupils was the subject of one paper. At several institutes exhibitions of school work in writing and drawing were held, and on every such occasion great attention was paid to the exhibits by the teachers in attendance.

In a few places members of the school boards visited the institutes and delivered practical addresses, but such occurrences were much rarer than might fairly be expected, in view of the fact that the associations in many places expressly invite trustees to take part in their proceedings, and occasionally provide a place on their programmes for subjects in which they are especially interested.

In connection with those parts of institute programmes assigned to others, I have been much impressed by the ability with which the topics have been treated, whether they

related to methods, to educational policy, to school management, or to the profession of teaching. I may add that I have been somewhat surprised at the little importance attached by the teachers in these meetings, where the programmes are controlled very largely by themselves, to matters relating to the betterment of their own condition. I heard but two brief discussions of the salary question during the year, while the greater part of the time at every meeting was taken up with discussions of the best methods of using the subjects of the school curriculum, so as to secure the maximum of benefit to the pupils and to make the teacher's work as efficient as possible.

Perhaps I may be permitted a few remarks on my own treatment of the subjects which I take up Every topic is dealt with from the standpoint of methodology, and with a view to securing from its discussion in the schoolroom the maximum of "culture" for the pupils, with the minimum of uninteresting drudgery for the teachers. The latter, as a class, do not object to hard work, but they have the same aversion to uninteresting and unintellectual toil that other people have. The "culture" obtainable from a wise use of the school curriculum—apart from physical and moral training—is of three easily distinguishable kinds: the culture of skill, the culture of knowledge, and the culture of taste. The first of these may be aptly designated "artistic," the second "scientific," and the third "esthetic."

The skill referred to is the ability to make use of means to effect a desired result. At first sight it may appear that for the development of this kind of power it is sufficient to tell a pupil how a thing is done, and give him plenty of chance to become expert by practice, but this is obviously too superficial a view to take of it. The only kind of skill that is worth an effort to produce or develop, is the kind that results from the practice of original invention, and the teacher's constant aim should be to require the pupil to find out for himself ways of doing things which he is too often told how to do. The culture of skill can be imparted very advantageously in connection with judicious teaching of reading and writing, both elementary and advanced, of composition, and of the ordinary arithmetical operations on large numbers. The general rule in relation to all these subjects should be to let the pupil have a chance to do what he can before he gets any directions. That his attempts are sure to be awkward and his results ludicrous, is no valid objection to this view of pedagogy. His attempts at speaking and walking were so, and yet he learned to do both in precisely this way. Judicious correction, not preliminary direction, is the teacher's disciplinary instrument on this side of his work, no matter what the special subject may be that he happens to be using. This is the only kind of training that leaves the pupil capable of making his own way after he leaves school, and if his school work does not furnish it he must "mark time" till he gets it from bitter failures and disappointments. No wonder that the man who has become intelligently skilful through the discipline of practical life, looks back with contempt on the efforts of some well-meaning but inexpert teacher, who thought it necessary to tell him beforehand how to write an "original" composition.

The "culture" of knowledge—scientific culture—does not depend on the amount of knowledge possessed by the pupil but on the extent to which by the acquisition of that knowledge he has been fitted to go on and acquire new knowledge for himself. The only kind of training which will produce this culture is the practice of original research into the nature of observed phenomena, both the observation and the research being the work of the pupil, not of the teacher, and *a fortiori* not of the author of some treatise on the subject called a "text book." From earliest infancy the child is accustomed to find out the nature of things for himself, and his education in the true sense of that term goes on with great rapidity until he enters school. During the school period he is furnished with scientific knowledge ready made and done up in quantities suitable for memorization and reproduction. After he leaves school he is again left to his own powers of observation and reasoning, and again his "education" goes on rapidly and usefully. Why should the school period which is supposed to be pre-eminently the period for systematic intellectual training, be, as it is in too many cases, the only part of the life of a human being during which he gets no intellectual training worthy of the name? Many subjects on our

school curriculum lend themselves most advantageously to the development of "scientific culture." This is true of Grammar, which investigates the logical structure of the sentence; of Philology, which inquires into the meaning and forms of words past and present; of Rhetoric and Prosody, which deal with the structure of discourse; of Physiology and Hygiene, which have to do with the functions of the bodily organs and the conditions of bodily health; of Physiography, which inquires into the nature of our physical environment; of Agriculture, which pays special attention to the properties and powers of soils as the basis of vegetable and animal life; and of History, which in connection with the distribution of the human race and the development of political institutions, brings into view the evolution of humanity from savagery to civilization. The method of investigation in all these cases is the inductive method by means of which the pupil may, under judicious guidance, be enabled to pass from the known to the unknown. It is no valid objection to this view of scientific culture that some of the conclusions arrived at by young and crude inquirers will be wrong, or that they will possess little knowledge when they leave school, or that we have a right to appropriate the results of previous research and then go on with our own investigations from the point thus reached. The most eminent investigators have made humiliating mistakes; no scientist knows very much, compared with what remains unknown to him; it is more important, as a mode of "culture," to secure the formation of the habit of investigation than it is to load up one's memory with the results of the researches of other people.

The "culture" of taste—"esthetic" culture—is in my humble opinion quite as important as either of the others, its importance being due to its relation to the recreations and amenities of life, and to the emotional side of human nature. Music and drawing may be made useful means of securing this kind of culture, but for this purpose Literature is indisputably pre-eminent. In dealing with this subject my constant aim has been to turn the attention of teachers and the general public to the higher utility of the study of literature, and especially of poetry, to bring clearly into view the matters most deserving the attention of the student of literature as literature, and to point out—occasionally with practical illustrations—some of the numerous and varied methods that the teacher may usefully employ in dealing with a piece of literature in class work. It is my desire and intention to give this subject still greater prominence during the coming year, and to spare no pains to fit myself for what I regard as the most exacting if not the most important part of my pedagogical work Literature is the most difficult subject on the school curriculum to teach, and in its highest aspects it all but eludes the examiner. The real teacher of literature is the author of the selected piece, and the most the examiner can hope to do is to test the degree of intelligent intimacy a candidate has with the text. The responsibility on those who select the prescribed works is very great, but if a text has been judiciously chosen then the most important duties of the teacher are (1) the positive one of making his pupils acquainted with the author through his work, and (2) the negative one of refraining from uses of it that are aside from the real purpose o literary study. It is trite now to say that literature is not occupying its proper place or put to its proper use if it is made simply the occasion of imparting scientific knowledge however intrinsically valuable; I prefer to sum up my whole theory of the matter in the following remark, which in spirit is just as applicable to other literary artists as it is to the one who is specifically mentioned: "If you would appreciate the force of human genius, read Shakespeare; if you would appreciate the insignificance of human learning, read the commentators."

WM. HOUSTON.

Toronto, December, 1893.

APPENDIX K.—*TECHNICAL EDUCATION—MECHANICS' INSTITUTES, FREE LIBRARIES, ART SCHOOLS AND SCIENTIFIC INSTITUTIONS.*

REPORT OF S. P. MAY, ESQ., M.D., C.L.H., SUPERINTENDENT OF MECHANICS' INSTITUTES, ART SCHOOLS, ETC.

1. *Mechanics' Institutes.*

SIR,—I have the honor to submit herewith my report on the Mechanics' Institutes, Free Libraries, and Scientific Institutions, receiving a share of the Government Grant, in the Province of Ontario for the year ending 30th April, 1893.

At the present time there are 275 Mechanics' Institutes and Free Libraries in operation in this Province, 244 Mechanics' Institutes and 11 Free Libraries reported, and applied for a share of the Government Grant; 25 new Institutes reported, and 4 Institutes have been incorporated since 1st May, 1893.

The Libraries are gradually improving and are supplied with a higher class of reading than formerly. They are also increasing in size, there are now—

57	libraries	with	between	500	and	1,000 volumes.
66	"	"		1,000	"	2,000 "
35	"	"		2,000	"	3,000 "
20	"	"		3,000	"	4,000 "
11	"	"		4,000	"	5,000 "
5	"	"		5,000	"	6,000 "
2	"	"		6,000	"	7,000 "
2	"	"		7,000	"	8,000 "
2	"	"		10,000	"	20,000 "

1 library with over 75,000 volumes.

This is very gratifying and encouraging, as it shows the good management of the Directors and their carefulness in expending the grants so liberally contributed by the Legislature, at the same time we must consider how far the public appreciate these efforts for their benefit. I regret to say that in several Institutes, although they are supplied with new and popular books, the Directors have a difficulty in obtaining a sufficient number of members to entitle them to a share of the Legislative Grant. As it is not the special business of any individual member or director of the Institute to make a personal canvas, the Library is not so great a success as it ought to be. The question arises, how can we induce the general public to become members of our Institutes? I will suggest a plan which has been adopted with great success in the Public Libraries in England, and I notice is now being introduced into the Free Libraries of the United States, that is to give free half-hour talks about books and book-makers. A weekly notice could be inserted in the newspaper, or written notices placed in the shop windows, that the public are invited to a free half-hour talk at the Institute by the minister, teacher, librarian or some other prominent man, on one of the following or similar subjects: "Sir Walter Scott," "Charles Dickens," "Charles Kingsley," "Macaulay," "Dr. Samuel Johnson," "George Eliot," "Victor Hugo," "W. M. Thackeray," "Our Library and its contents," "Canadian Literature," "How to read and what to read," "The pleasure of reading," "Newspaper reading," "The study of History, "Science in every day life, etc."

As these talks are always largely attended and greatly appreciated in other countries, there is not the least doubt that with our long winter evenings they would be successful in our Institutes and conduce to a greater taste for reading and consequently an increase of members.

I may also remark that although the number of Mechanics' Institutes have largely increased within the past few years, there has not been a corresponding ratio of increase of Free Public Libraries, the question is often asked, why is this? In reply I may say that it can be explained from two causes, first, the rate levied in small towns and villages would not be sufficient to pay the expenses of keeping open a Free Library, second, I find that educated persons throughout the whole Province generally, prefer having the privilege of recommending or selecting the books which are to be read by their children

In Mechanics' Institutes every member has a right to recommend, or object to the purchase of any book to be paid for out of the Library funds. This method excludes books of a pernicious character, and supplies a greater proportion of high class literature than can be probably found in any other public libraries of the same sizes and value.

In these days of cheap literature, when dime novels of an injurious tendency are so largely circulated throughout the Province, Mechanics' Institute Libraries are doing noble work. Directors and members select works containing the thoughts and sayings of the greatest thinkers of every age, some of whom have devoted their lives to the study of the great and profound secrets of nature for the benefit of their fellow men.

Every Mechanics' Institute is a great accessory in the education of our children, who by its means are taught to read good books which expands the mind, increases the perceptive powers and affords that rich culture which will be inimical to fostering or creating a taste for the introduction of that cheap and trashy literature which contaminates the mind and has an injurious influence on the morals of our young people.

I say then without hesitation that the work done in this direction is invaluable to the rising generation and to our country, and that it is more than equivalent to the valuable time given by the Directors, and the large sums voted by the Legislature for Mechanics' Institutes, I may say, too, that frequently children are dependent upon their teachers or the Librarians of Mechanics' Institutes for a recommendation of a choice of books; some parents do not supervise their childrens' reading. A case occurred lately in which a mother complained that her boy read dime novels when they had a *complete encyclopœdia* in the house, and admitted that she had never taken any interest in explaining to her son the advantages to be derived from reading books on travels, history, etc.; but apart from the value of good books for the young they are also of importance to adults, if the ordinary man is induced to read good healthy literature it improves him mentally and intellectually; he has clearer views of duty and higher aims in life and a fuller appreciation of what is good and true and becomes a more valuable and better citizen.

The following table shows the locality of each Mechanics' Institute and Free Library in the Province:—

MECHANICS' INSTITUTES AND FREE LIBRARIES IN 1892 3.

Location.		Location.	
Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington	Camden, East.	Grey	Bognor.
do	Newburgh.	do	Chatsworth.
Algoma	Chapleau.	do	Clarksburg.
do	Keewatin.	do	Durham.
do	Manitowaning.	do	Dundalk
do	Port Arthur.	do	Flesherton.
do	Sault Ste. Marie.	do	Lake Charles.
do	Schreiber.	do	Hanover
do	Thessalon.	do	Markdale.
Brant	Brantford.	do	Meaford.
do	Glenmorris.	do	Owen Sound.
do	Paris.	do	St Vincent.
do	St. George.	do	Thornbury.
Bruce	Bervie.	do	Walter's Falls.
do	Chesley.	Haldimand	Caledonia.
do	Holyrood.	do	Cheapside.
do	Kincardine.	do	(Dufferin)Clanbrassil P.O.
do	Lion's Head.	do	Dunnville.
do	Lucknow.	do	Jarvis.
do	Paisley.	do	(Victoria) Caledonia P. O.
do	Port Elgin.	Halton	Burlington.
do	Ripley.	do	Georgetown.
do	Southampton.	do	Milton.
do	Teeswater.	do	Oakville.
do	Tara.	Hastings	Belleville.
do	Tiverton.	do	Deseronto.
do	Underwood.	do	Trenton.
do	Walkerton.	do	Tweed.
do	Westford.	Huron	Blyth.
do	Wiarton.	do	Brussels.
Carleton	Manotick.	do	Clinton.
do	Metcalfe	do	Ethel.
do	North Gower.	do	Exeter.
do	Ottawa.	do	Goderich.
Dufferin	Grand Valley.	do	Gorrie.
do	Orangeville.	do	Hensall.
do	Shelburne.	do	Seaforth.
Dundas	West Winchester.	do	St Helen's.
do	Morrisburg.	do	Wingham.
do	Iroquois.	do	Wroxeter.
Durham	Bowmanville.	Kent	Blenheim.
do	Orono.	do	Bothwell.
do	Port Hope.	do	Chatham.
Elgin	Aylmer.	do	Dresden.
do	Duart.	do	Highgate.
do	Dutton.	do	Tilbury Centre.
do	Rodney.	do	Tilbury, East.
do	St. Thomas.	do	Ridgetown.
do	Shedden.	do	Romney.
do	Sparta.	do	Thamesville.
Essex	Essex.	do	Wallaceburg.
do	Kingsville.	Lambton	Arkona.
do	Leamington.	do	Aberarder.
Frontenac	Garden Island.	do	Alvinston.
do	Kingston.	do	Courtright.
Glengarry	Lancaster.	do	Forest.
do	Williamstown.	do	(Mayflower)Wisbeach P.O.
Grenville	Cardinal	do	Oil Springs.
do	Kemptville.	do	Petrolea.
do	Merrickville.	do	Point Edward.
do	Oxford Mills.	do	Watford.
do	Prescott.	do	Wyoming.

Mechanics' Institutes and Free Libraries in 1892-3.

Location.	
Counties and Districts.	Cities, Towns and Villages.
Lanark	Almonte.
do	Carleton Place.
do	Perth.
do	Smith's Falls.
Leeds	Brockville.
do	Athens.
do	Gananoque.
Lennox	Napanee.
Lincoln	Beamsville.
do	Grimsby.
do	Merritton.
do	Niagara.
do	St. Catharines.
Manitoulin	Gore Bay.
do	Little Current.
Middlesex	Ailsa Craig.
do	Belmont.
do	Coldstream.
do	Dorchester Station.
do	Glencoe.
do	London.
do	Lucan.
do	Melbourne.
do	Parkhill.
do	Strathroy.
do	Thorndale.
do	Wardsville.
Muskoka	Bracebridge.
do	Burk's Falls.
do	Gravenhurst.
do	Huntsville.
do	Port Carling.
do	Windermere.
Norfolk	Port Rowan.
do	Simcoe.
do	Waterford.
Northumberland	Brighton.
do	Campbellford.
do	Cold Springs.
do	Cobourg.
do	Colborne.
do	Hastings.
do	Warkworth.
Ontario	Beaverton.
do	Brougham.
do	Cannington.
do	Claremont.
do	Oshawa.
do	Pickering.
do	Port Perry.
do	Uxbridge.
do	Whitby.
Oxford	Embro.
do	Ingersoll.
do	Plattsville.
do	Norwich.
do	Tavistock.
do	Tilsonburg.
do	Thamesford.
do	Woodstock.
Parry Sound	Emsdale.
do	Parry Sound.
Peel	Alton.
do	Belfountain.
do	Bolton.
do	Brampton.
Peel	Caledon.
do	Cheltenham.
do	Claude.
do	Forks of Credit.
do	Inglewood.
do	Mono Road.
do	Streetsville.
Perth	Atwood.
do	Listowel.
do	Palmerston.
do	Mitchell.
do	St. Mary's.
do	Stratford.
Peterborough	Lakefield.
do	Norwood.
do	Peterborough.
Prescott	L'Orignal.
Prince Edward	Picton.
Renfrew	Admaston.
do	Arnprior.
do	Pembroke.
do	Renfrew.
Russell	Russell.
Stormont	Cornwall.
Simcoe	Alliston.
do	Barrie.
do	Beeton.
do	Bradford.
do	Collingwood.
do	Elmvale.
do	Midland.
do	Orillia.
do	Penetanguishene.
do	Stayner.
do	Tottenham.
Victoria	Bobcaygeon.
do	Coboconk.
do	Fenelon Falls.
do	Lindsay.
do	Omemee.
do	Woodville.
Waterloo	Ayr.
do	Baden.
do	Berlin.
do	Elmira.
do	Floradale.
do	Galt.
do	Hespeler.
do	New Hamburg.
do	Preston.
do	Waterloo.
Welland	Fonthill.
do	Fort Erie.
do	Niagara Falls.
do	Niagara Falls, South.
do	Port Colborne.
do	Thorold.
do	Welland.
Wellington	Arthur.
do	Belwood.
do	Clifford.
do	Drayton.
do	Elora.
do	Erin.
do	Ennotville (Barnett P. O.)
do	Fergus.

MECHANICS' INSTITUTES AND FREE LIBRARIES IN 1892-3.

Location.		Location.	
Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Wellington	Grand Valley.	York	King.
do	Guelph.	do	Markham.
do	Harriston.	do	Newmarket.
do	Hillsburg.	do	Queensville.
do	Mount Forest.	do	Richmond Hill.
Wentworth	Dundas.	do	Scarborough.
do	Hamilton.	do	Stouffville.
do	Saltfleet, Stoney Creek P.O	do	Toronto.
do	Waterdown.	do	Toronto Junction.
York	Aurora.	do	Vandorf.
do	Highland Creek.	do	Weston.
do	Islington.	do	Woodbridge.

The above list may be classified as follows :

Institutes reporting	244
Free Libraries reporting	11
Institutes not reporting	20
New Institutes	4
Total	279

The following abstracts show the proportionate number of volumes in each library :

Libraries with less than 250 volumes.

Admaston, Atwood, Belwood, Bervie, Caledonia, Cheapside, Dutton, Emsdale, Flesherton, Floradale, Hillsburg, Little Current, Omemee, Port Perry, Queensville, Rodney, Saltfleet, Shedden, St. Vincent, Thornbury, Tweed, Underwood, Westford.

Libraries with over 250 and less than 500 volumes.

Alliston, Alvinston, Bognor, Bothwell, Brougham, Camden East, Chesley, Claremont, Clarksburg, Cold Springs, Coldstream, Erin, Ethel, Gore Bay, Gorrie, King, Kingsville, Lake Charles, Lakefield, Manotick, Melbourne, North Gower, Oxford Mills, Pembroke, Pickering, Picton, Plattsville, Romney, Sparta, Stayner, St. Helens, Tilbury Centre, Tiverton, Warkworth, Waterford, Williamstown, Winchester.

Libraries with over 500 and less than 1,000 volumes.

Beaverton, Belfountain, Belmont, Bradford, Burk's Falls, Burlington, Caledon, Cannington, Cardinal, Chapleau, Cornwall, Deseronto, Duart, Dufferin, Dundalk, Forks-of-the-Credit, Fort Erie, Gananoque, Glenmorris, Grand Valley, Gravenhurst, Hensall, Highland Creek, Huntsville, Inglewood, Iroquois, Islington, Leamington, Lion's Head, Markdale, Newburg, Newmarket, Orono, Parkhill, Parry Sound, Port Carling, Port Colborne, Port Rowan, Ripley, Russell, Sault Ste. Marie, Schrieber, Shelburne, Tara, Thamesford, Tilbury East, Tottenham, Vandorf, Victoria, Woodville, Wyoming.

Libraries with over 1,000 and less than 1,500 volumes.

Aberarder, Arkona, Athens, Baden, Beamsville, Beeton, Blenheim, Blyth, Bobcaygeon, Bolton, Brighton, Chatsworth, Claude, Clifford, Essex, Georgetown, Glencoe, Holyrood, Jarvis, Listowel, Mono Road, Morrisburg, New Hamburg, Niagara Falls South, Norwood, Palmerston, Port Arthur, Tavistock, Tilsonburg, Toronto Junction, Trenton, Walkerton, Waterdown, Watford, Wiarton, Woodbridge.

Libraries with over 1,500 and less than 2,000 volumes.

Ailsa Craig, Almonte, Arnprior, Aurora, Bracebridge, Brussels, Carleton Place, Cheltenham, Cobourg, Drayton, Dunnville, Elmira, Ennotville, Fonthill, Forest, Lucan, Lucknow, Markham, Meaford, Merrickville, Midland, Mount Forest, Orangeville, Oshawa, Richmond Hill, Teeswater, Thamesville, Wardsville, Weston, Wingham.

Libraries with over 2,000 and less than 2,500 volumes.

Alton, Arthur, Aylmer, Colborne, Exeter, Fenelon Falls, Hespeler, Ingersoll F. L., Lindsay, Mitchell, Napanee, Oakville, Paisley, Point Edward, Port Elgin, Renfrew, Southampton, Stouffville, Streetsville, Whitby.

Libraries with over 2,500 and less than 3,000 volumes.

Bowmanville, Brampton, Campbellford, Clinton, Durham, Goderich, Harriston, Norwich, Orillia, Penetanguishene, Prescott, Ridgetown, St. George, Welland, Wroxeter.

Libraries with over 3,000 and less than 3,500 volumes.

Ayr, Chatham F. L., Embro, Fergus, Niagara, Owen Sound, Perth, Port Hope, Scarborough, Simcoe F. L., Smith's Falls, Thorold.

Libraries with over 3,500 and less than 4,000 volumes.

Barrie, Belleville, Grimsby, Kincardine, Milton, Niagara Falls, Strathroy, St. Marys.

Libraries with over 4,000 and less than 5,000 volumes.

Berlin F. L., Collingwood, Galt, Garden Island, Kingston, London, Preston, Seaforth, Stratford, Uxbridge, Woodstock.

Libraries with over 5,000 and less than 6,000 volumes.

Brockville, Dundas, Paris, St. Thomas F. L., Waterloo F. L.

Libraries with over 6,000 and less than 7,000 volumes.

Peterborough, St. Catharines F. L.

Libraries with over 7,000 and less than 8,000 volumes.

Elora, Guelph F. L.

Libraries with over 10,000 and less than 20,000 volumes.

Brantford F. L., Hamilton F. L.

Libraries with over 75,000 volumes.

Toronto F. L.

MECHANICS' INSTITUTES REPORT.

The following extracts are taken from the annual reports for the year ending 30th April, 1893. (For details see Tables A, B, C, D and E.)

1.—*Mechanics' Institutes reporting* 1892-3.

Number of Institutes reporting for the year	244

2.—*Mechanics' Institutes not reporting.*

Dresden, Hanover, Hastings, Highgate, Keewatin, Kemptville, Lancaster, L'Orignal, Mayflower, Merritton, Manitowaning, Metcalfe, Ottawa, Oil Springs, Petrolea, Thessalon, Thorndale, Wallaceburg, Walter's Falls, Windermere 20

3.—*New Mechanics' Institutes reporting* 1892-3.

Atwood, Admaston, Bervie, Burlington, Claremont, Dutton, Emsdale, Flesherton, Floradale, Gananoque, Hillsburg, King, Little Current, Omemee, Pembroke, Plattsville, Port Perry, Queensville, Rodney, Saltfleet, Schreiber, St. Vincent, Thornbury, Underwood, Warkworth 25

4.—*New Mechanics' Institutes incorporated since 1st May,* 1893.

Coboconk, Courtright, Dorchester Station, Elmvale.

5.—*Classification of Mechanics' Institutes reporting* 1892-3.

Mechanics' Institutes	with	libraries,	reading rooms and evening classes	31
"	"	"	and reading rooms	114
"	"	"	and evening classes	9
"	"	"	only	90
Total				244

6.—*Mechanics' Institutes Receipts during the year* 1892-3, *with balances from previous year.*

Balances from previous year	$8,101 65
Members' fees	21,192 13
Legislative grants	37,177 90
Municipal grants	7,343 63
Fees from evening classes	586 30
Lectures and entertainments	3,335 21
Other sources	13,476 45
Total	$91,213 48

7.—*Mechanics' Institutes Expenditure during the year* 1892-3, *with balances on hand at close of year.*

Rent, light and heating	$13,624 87
Salaries	12,668 30
Books (not fiction)	22,735 03
Books (fiction)	6,182 49
Bookbinding	959 74
Magazines and newspapers	8,944 70
Evening classes	1,557 04
Lectures and entertainments	1,421 10
Miscellaneous	14,714 40
Balance on hand	8,409 81
Total	$91,213 48

8.—*Mechanics' Institutes Assets and Liabilities* 1892-3.

244 Institutes reporting have assets, value	$376,595 24
244 " " " liabilities, value	30,209 79

9.—*Number of Members in Mechanics' Institutes* 1892-3.

244 Institutes have 27,439 members.

10.—*Number of volumes purchased by Mechanics' Institutes in* 1892-3.

Biography	$ 2 553
Fiction	11.193
History	4 019
Miscellaneous	7,718
General literature	2 233
Poetry and the drama	981
Religious literature	2,090
Science and art	3,051
Voyages and travels	3,943
Works of reference	805
Total	38,586

11.—*Value of books presented to Mechanics' Institutes* 1892-3.

Aberarder	$12 00
Baden	2 50
Belleville	40 00
Burlington	3 00
Chapleau	3 75
Clinton	7 25
Coldstream	1 25
Dufferin	1 00
Dunnville	1 50
Dutton	41 00
Fonthill	2 00

Galt	$100 00
Gananoque	25 00
Lakefield	53 60
Manotick	1 00
Morrisburg	3 00
Niagara Falls South	10 00
Peterborough	8 00
Pickering	3 55
Port Arthur	25 00
Port Perry	5 00
Queensville	1 50
Rodney	10 00
Russell	3 50
Seaforth	20 00
Thamesville	40 00
Thornbury	20 00
Victoria	2 00
Total	$446 40

12.—*Number of volumes in Mechanics' Institutes and number of volumes issued.*

	Volumes in Library.	Volumes issued.
Biography	30,797	17,709
Fiction	103,593	296,142
History	39,156	32,751
Miscellaneous	55,453	86,403
General literature	28,868	39,393
Poetry and the drama	11,314	8,194
Religious literature	16,330	16,748
Science and art	37,124	16,795
Voyages and travels	34,270	57,414
Works of reference	10,593	1,966
Totals	367,498	573,515

The total amount expended by Mechanics' Institutes for books, including bookbinding, was $29,877.26.

13.—*Reading Rooms in Mechanics' Institutes* 1892-3.

145 Institutes reported having reading rooms.

Number of newspapers subscribed for	1,562
Number of periodicals	1,812

The total amount expended for newspapers and periodicals in 1892-3 was $8,940.70.

14.—*Number of Evening Classes in Mechanics' Institutes in* 1892 3.

Commercial Course —Writing, Arithmetic and Book-keeping	33 Classes.
English Course.—English and Canadian History, Composition and Grammar	8 Classes.
Shorthand and Typewriting	1 Class.
Primary Drawing Course.—Freehand Drawing, Geometry, Linear Perspective, Model Drawing and Blackboard Drawing.....	8 Classes.
Advanced Drawing Course.—Shading from flat, Outline from round, Shading from round, Drawing from Flowers, Ornamental Design	1 Class.
Mechanical Drawing Course.—Machine Drawing, Advanced Perspective, Descriptive Geometry, Industrial Design	4 Classes.

For details see Tables D and E.

TABLE A.—Receipts and Expenditure, Assets and Liabilities of

Mechanics' Institutes.	Balance on hand.	Receipts during the year.							Rent Light and Heating.
		Members Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other Sources.	Total.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Aberarder	20 43	28 50	175 00				52 09	276 02	41 66
2 Admaston		25 50					2 74	28 24	
3 Ailsa Craig	10 19	66 00	68 95				9 55	154 69	
4 Alliston	22 70	38 95	158 35					220 00	10 00
5 Almonte		138 50	243 89	75 00			142 54	599 93	166 12
6 Alton	3 67	43 17	175 00			44 86	28 00	294 70	13 98
7 Alvinston	13 57	16 80					30 37		
8 Arkona	2 93	57 25	120 50			13 50	73 89	268 07	42 63
9 Arnprior	33 16	25 00	25 00				10 74	93 90	
10 Arthur	26 05	53 75	180 70				2 33	262 83	46 00
11 Athens	30 96	30 85				11 35		73 16	2 84
12 Atwood		62 00						62 00	2 25
13 Aurora	5 24	162 95	200 00			22 70	199 10	589 99	37 65
14 Aylmer	3 38	83 15	293 50	50 00	17 00		98 20	485 23	113 18
15 Ayr	137 17	74 50	225 00			2 00	12 03	450 70	39 76
16 Baden	54 60	89 50	151 00	25 00				320 10	57 50
17 Barrie	27 36	332 50	292 00	150 00	24 00		286 16	1112 02	251 19
18 Beamsville	33 03	92 00	243 25	30 00			2 00	400 28	76 03
19 Beaverton	55	56 50	217 50			25 33	8 06	307 94	81 84
20 Beeton		53 50	213 55					267 05	25 00
21 Belfountain	5 00	32 00	175 00					212 00	
22 Belleville	43 71	266 50	286 00			217 15	847 76	1661 12	322 25
23 Belmont	59 49	26 00	104 80					190 29	
24 Belwood		60 50	62 85			23 00		146 35	60 00
25 Bervie		14 20		10 00			112 00	136 20	
26 Blenheim	46 34	112 00	250 00	60 00		171 78	4 49	644 61	73 10
27 Blyth	4 31	26 65	69 00					99 96	45 00
28 Bobcaygeon	189 50	50 00	234 70	50 00			15 50	539 70	35 37
29 Bognor	23	52 00	63 00				9 20	124 43	
30 Bolton	13 26	74 25	213 67				4 97	306 15	60 00
31 Bothwell	44 87	50 00		25 00		11 00		130 87	
32 Bowmanville		200 00	250 00	100 00			54 45	604 45	117 41
33 Bracebridge	51 31	82 80	175 00				2 95	312 06	102 25
34 Bradford	273 19	27 00	150 00					450 19	
35 Brampton	6 68	129 50	187 00	100 00		65 75	7 80	496 73	137 60
36 Brighton	47 19	68 00	165 20				36 05	316 44	77 08
37 Brockville	2 51	795 00	350 00	300 00		207 00	533 15	2187 66	378 00
38 Brougham	44 54	6 50	96 00					147 04	
39 Brussels	5 03	17 50	105 25	25 00				152 78	9 88
40 Burk's Falls	39 48	50 80	66 00				68 70	224 98	103 00
41 Burlington		112 00					60	112 60	15 85
42 Caledon	41 37	25 35						66 72	
43 Caledonia	34 67	28 75			21 00	20 75		105 17	15 84
44 Camden East	6 64	26 00	119 85					152 49	41 31
45 Campbellford	11 68	144 50	126 00	50 00		68 45	46 65	447 28	98 25
46 Cannington	25 13	100 00	173 50	25 00			10 75	334 38	60 20
47 Cardinal	77 95	57 00	219 25				50	354 70	68 68
48 Carleton Place	26 26	162 50	240 00	75 00	10 00		127 20	640 96	190 00
49 Chapleau	116 35	300 00	182 95			71 00	448 04	1118 34	
50 Chatsworth	11 71	62 75	208 00					282 46	60
51 Cheapside		42 50	58 50				9 82	110 82	9 00
52 Cheltenham	14 74	28 50	141 30					184 54	40 00
53 Chesley	69 32	27 50	62 50	10 00		33 50		202 82	3 37
54 Claremont	2 66	37 00	82 00				10 17	131 83	
55 Clarksburg		32 25					5 65	37 90	
56 Claude	14 35	50 50	175 00				1 25	241 10	
57 Clifford	8 29	31 00	175 00				17 29	231 58	
58 Clinton	4 48	84 70	250 00	100 00		34 35	49 83	523 36	69 48
59 Cobourg	7 23	65 50	245 10				128 15	445 98	93 90
60 Colborne	231 91	50 00	50 00					331 91	36 00

Mechanics' Institutes for the year ending 30th April, 1893.

	Expenditure during the year.										Assets and Liabilities.	
	Salaries.	Books (not fiction.)	Books (fiction.)	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	.....	124 93	25 42	.....	57 75	.....	.....	26 13	13	276 02	646 02	37 00
2	.....	21 66	4 07	.....	.....	.....	.....	2 51	.....	28 24	28 24	.....
3	110 00	.....	.	.....	30 00	.....	. .	.....	14 69	154 69	1694 69	....
4	25 00	116 76	37 81	...	.....	.....	.....	11 27	19 16	220 00	348 50	.....
5	58 75	136 80	11 09	17 50	77 35	.....	. .	132 32	..... .	599 93	1496 00	89
6	.....	170 96	70 56	....	.....	.....	10 15	21 23	7 82	294 70	2730 93	.....
7	.....	....	.....	...	.....	.....	. .	.....	30 37	30 37	337 67	.....
8	48 00	51 40	5 29	.....	37 85	.....	2 00	66 80	14 10	268 07	1059 10	78 00
9	25 00	.....	...	..	.....	.....	... .	68 90	. . .	93 90	1089 00	10 74
10	37 00	62 57	70	.....	52 21	.....	4 50	22 50	37 35	262 83	1483 00	....
11	25 00	.. ..	.....	....	.....	.....	.....	3 00	42 32	73 16	811 04	85 00
12	...	33 78	15 33	.....	. .	.....	.....	.....	10 64	62 00	59 11	.....
13	.....	120 12	29 91	..	11 57	.....	116 30	271 23	3 21	589 99	4032 22	983 20
14	60 00	119 20	41 91	..	46 33	43 00	10 00	21 00	30 61	485 23	3573 86	100 00
15	20 00	124 80	30 94	.....	81 50	.....	1 00	14 20	138 50	450 70	1738 50	.....
16	40 00	68 42	32 65	15 29	46 65	.....	.....	33 88	25 71	320 10	704 22	.....
17	291 62	108 36	31 16	25 35	81 65	45 00	.....	277 69	.....	1112 02	3579 50	153 33
18	75 00	123 94	27 36	7 00	50 25	.....	.....	16 12	24 58	400 28	1008 24	.....
19	65 00	56 67	10 55	.....	52 00	.....	.....	41 07	81	307 94	549 53	.....
20	39 42	83 31	22 00	.....	50 18	.....	.....	23 60	23 54	267 05	998 54	53 50
21	4 00	114 59	33 52	.	... .	.....	.....	7 81	52 08	212 00	648 08	.....
22	324 00	112 13	45 00	7 30	99 58	24 00	54 00	547 48	125 38	1661 12	4575 38	525 00
23	75 00	48 66	9 33	.....	.	.....	...	12 11	45 19	190 29	610 85	10 75
24	.....	59 20	5 60	.....	.....	. ...	15 50	6 05	....	146 35	133 00	60 00
25	....	115 56	20 64	....	.....	.. .	.....	.....	.	136 20	136 20	112 00
26	130 00	132 82	27 33	27 85	74 86	.....	87 70	80 68	10 27	644 61	910 27	26 52
27	.....	.....	. .	...	... .	.....	.....	11 14	43 82	99 96	1078 82	... .
28	60 00	132 01	28 53	77	33 95	.....	.....	31 04	218 03	539 70	1139 10	.....
29	12 00	85 29	18 11	.....	.....	.....	.....	3 44	5 59	124 43	168 26	29 47
30	.....	98 97	24 09	.. ..	77 00	.....	.....	42 38	3 71	306 15	828 71	.....
31	48 00	15 60	19 21	.....	.	.....	4 00	3 62	40 44	130 87	874 88	.....
32	136 50	127 32	22 67	.... .	89 00	.....	.....	56 72	54 83	604 45	2504 83	75 00
33	50 00	65 59	13 31	....	53 88	.....	.....	13 74	13 29	312 06	1533 29	30 00
34	25 00	230 14	20 03	....	.....	.....	.....	24 48	150 54	450 19	607 44	.....
35	127 50	59 93	33 15	..	50 50	.....	54 65	25 70	7 70	496 73	1368 55	42 50
36	75 00	47 25	9 23	.....	61 10	. ..	..... .	12 40	34 38	316 44	1084 38	.....
37	340 00	425 00	349 00	67 40	184 25	25 00	..... .	419 01	.....	2187 66	3855 00	375 00
38	5 00	60 45	29 91	.....	.... .	.....	. ....	16 19	35 49	147 04	263 61	.....
39	27 00	.....	.... .	.....	.....	.....	.....	109 60	6 30	152 78	1621 30	54 00
40	.....	.....	.....	.....	45 45	.... ..	.....	55 46	21 07	224 98	461 07	81 17
41	.. .	41 92	17 56	..	26 15	.....	.....	10 57	55	112 60	397 03	81 00
42	20 00	3 70	... . .	.....	....	.....	.....	4 05	38 97	66 72	1037 73	.....
43	10 00	5 00	.... .	.....	.....	21 00	14 00	15 63	23 70	105 17	648 70	40 00
44	18 00	41 71	8 88	.....	30 25	.....	.	1 75	10 59	152 49	265 18	10 50
45	70 00	64 46	35 30	3 00	93 39	..... .	48 25	32 93	1 70	447 28	1166 70	.....
46	67 00	118 24	20 56	.....	50 05	..... .	.....	14 49	3 84	334 38	753 84	.....
47	40 65	77 39	20 67	. ..	54 80	.... .	.....	4 58	87 93	354 70	573 75	.....
48	150 00	128 90	22 60	.....	60 00	16 66	.....	49 23	23 57	640 96	1223 57	44 47
49	184 50	55	2 83	....	46 45	.....	56 81	737 79	89 41	1118 34	3051 55	.....
50	14 00	131 76	63 69	. ....	17 55	12 00	.....	33 06	9 80	282 46	801 26	30 00
51	20 00	45 99	9 66	.....	.... .	.....	.....	20 87	5 30	110 82	120 30	... .
52	.....	85 27	20 45	.....	.. .	... .	.....	19 75	19 07	184 54	1455 22	....
53	20 30	33 45	20 40	.....	2 55	.....	40 00	19 72	63 03	202 82	348 03	.....
54	5 00	96 87	20 39	.....	.... ..	.....	.....	8 21	1 36	131 83	217 39	20 00
55	.....	25 60	10 40	.....	.....	.....	.....	1 90	.....	37 90	400 00	20 65
56	.....	151 71	17 80	....	.....	.....	.....	17 11	54 48	241 10	1354 48	29 43
57	24 00	176 12	20 30	.....	.....	5 48	.....	5 68	.. ....	231 58	903 45	17 29
58	175 00	121 50	30 00	.....	59 12	.....	30 00	17 48	20 78	523 36	5298 35	50 00
59	50 00	129 11	19 45	.....	48 63	..... .	.....	95 35	9 54	445 98	1295 65	139 80
60	25 00	42 55	37 45	. ....	65 95	.....	.....	62 64	62 32	331 91	967 32	.....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of

Mechanics' Institutes.	Balance on hand.	Receipts during the year.							Rent, Light and Heating.
		Members Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other Sources.	Total.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c	$ c.	$ c.
61 Cold Springs	.....	28 75	112 60	.....	.....	34 45	.....	175 80	21 02
62 Coldstream	5 60	25 50	58 60	.....	.....	44 55	40 00	174 25	50
63 Collingwood	49 97	90 00	204 36	150 00	.....	.....	82 31	576 64	104 13
64 Cornwall	10 41	116 75	313 00	.....	22 00	170 50	33 18	665 84	180 35
65 Deseronto	.....	213 50	286 00	150 00	.....	1 30	534 03	1184 83	267 57
66 Drayton	1 20	53 25	312 50	25 00	.....	.....	.....	391 95	50 00
67 Dresden*	.....	.....	.....	.....	.....	.....	.....	.....	.....
68 Duart	21 58	29 50	175 00	25 00	.....	.....	5 50	256 58	5 37
69 Dufferin	39 83	25 00	.....	.....	.....	.....	.....	64 83	15 00
70 Dundalk	7 08	55 00	193 40	.....	17 00	.....	8 15	280 63	5 18
71 Dundas	2 96	223 35	242 64	100 00	.....	78 46	92 58	739 99	247 89
72 Dunnville	11 07	57 50	86 60	25 00	.....	.....	.....	180 17	30 00
73 Durham	225 78	87 75	200 00	.....	.....	.....	6 88	520 41	1 15
74 Dutton	.....	67 50	.....	.....	.....	.....	100 00	167 50	6 00
75 Elmira	22 99	65 95	259 00	.....	42 00	.....	35 02	424 96	46 52
76 Elora	.....	124 60	295 00	.....	.....	98 40	7 64	525 64	111 53
77 Embro	152 27	85 00	224 00	25 00	.....	14 57	.....	500 84	83 65
78 Emsdale	.....	42 00	.....	.....	.....	.....	71 49	113 49	.....
79 Ennotville	60 56	25 00	139 45	.....	.....	.....	2 00	227 01	4 50
80 Erin	3 11	46 15	84 00	10 00	.....	.....	.....	143 26	.....
81 Essex	16 04	69 00	250 00	75 00	.....	.....	100 11	510 15	112 20
82 Ethel	.....	65 25	96 30	.....	19 00	.....	.....	180 55	42 75
83 Exeter	.....	76 25	218 70	25 00	.....	.....	.....	319 95	4 00
84 Fenelon Falls	99 23	77 50	250 00	110 00	.....	1 60	322 85	861 18	164 68
85 Fergus	131 64	91 00	223 40	50 00	.....	2 55	13 44	512 03	35 63
86 Flesherton	.....	103 00	.....	.....	.....	.....	.....	103 00	.....
87 Floradale	.....	51 00	.....	.....	.....	.....	5 76	56 76	.....
88 Fonthill	56 29	56 00	283 50	25 00	.....	.....	7 40	428 19	61 71
89 Forest	2 26	106 00	250 00	.....	63 00	52 00	7 70	480 96	57 77
90 Forks of the Credit	11 78	26 50	153 00	.....	.....	.....	.....	191 28	4 25
91 Fort Erie	9 37	60 00	147 60	.....	.....	.....	34 50	251 47	72 92
92 Galt	95 27	246 10	318 00	.....	.....	.....	20 90	680 27	26 00
93 Gananoque	.....	322 00	.....	75 00	.....	.....	263 49	660 49	65 00
94 Garden Island	.....	75 00	250 00	19 63	.....	.....	479 62	824 25	162 68
95 Georgetown	4 94	47 50	112 00	40 00	.....	1 10	3 28	208 82	124 60
96 Glencoe	1 90	41 50	205 00	.....	.....	.....	23 32	271 72	87 00
97 Glenmorris	3 44	54 00	156 35	.....	.....	.....	33 95	247 74	42 98
98 Goderich	.....	150 00	326 00	100 00	30 00	.....	41 45	647 45	116 61
99 Gore Bay	1 37	57 50	158 00	30 00	.....	.....	83 80	330 67	114 50
100 Gorrie	80	33 25	59 00	.....	.....	.....	.....	93 05	.....
101 Grand Valley	95 39	37 75	135 35	.....	.....	.....	.....	268 49	27 75
102 Gravenhurst	4 84	51 50	103 00	.....	.....	8 00	27 80	195 14	10 00
103 Grimsby	4 30	131 05	250 00	70 00	.....	9 20	.....	464 55	65 15
104 Hanover*	.....	.....	.....	.....	.....	.....	.....	.....	.....
105 Harriston	17 34	73 90	244 90	.....	.....	4 45	98 65	439 24	80 00
106 Hastings*	.....	.....	.....	.....	.....	.....	.....	.....	.....
107 Hensall	9 98	56 35	144 50	.....	.....	.....	7 30	218 13	.....
108 Hespeler*	47 52	50 00	132 25	100 00	23 40	.....	3 60	356 77	74 75
109 Highgate	.....	.....	.....	.....	.....	.....	.....	.....	.....
110 Highland Creek	9 86	25 50	112 10	.....	.....	.....	1 00	148 46	15 90
111 Hillsburg	.....	50 50	.....	.....	.....	.....	54 82	105 32	.....
112 Holyrood	49 06	53 00	131 40	10 00	.....	1 00	50 00	294 46	5 50
113 Huntsville	9 95	101 00	183 00	25 00	28 00	20 37	1 85	369 17	63 47
114 Inglewood	13 94	26 00	186 00	.....	.....	.....	.....	225 94	8 00
115 Iroquois	19 71	86 00	174 30	50 00	.....	42 79	.....	372 80	127 39
116 Islington	14 06	31 00	109 90	.....	.....	.....	.....	154 96	56

*No Reports.

Mechanics' Institutes for the year ending 30th April, 1893.

	Expenditure during the year.									Assets and Liabilities.	
	Salaries.	Books (not fiction.)	Books (fiction.)	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
61	11 73	69 36	15 50	.....	.....	.....	.....	45 50	12 69	175 80	389 04	.....
62	25 00	66 80	12 45	.....	6 60	.....	26 50	26 71	9 69	174 25	144 54	.....
63	25 96	102 06	33 23	21 45	78 85	.....	.....	85 80	125 16	576 64	2995 16	191 50
64	60 00	129 16	24 98	.....	97 70	47 00	.....	96 90	29 75	665 84	929 75	28 00
65	98 37	107 96	36 23	.....	58 75	35 00	.....	580 95	.....	1184 83	1475 00	420 84
66	55 00	94 64	51 73	.....	30 00	.....	.....	101 73	8 25	391 95	1416 08	50 25
67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	1 50	150 26	22 73	4 80	.....	.....	.....	8 78	63 14	256 58	639 03	.....
69	.....	20 50	7 00	.....	.....	.....	.....	1 00	21 33	64 83	439 58	.....
70	45 00	125 09	33 38	.....	.....	23 75	.....	48 23	.....	280 63	788 75	8 15
71	174 00	122 75	14 75	25 80	55 00	.....	35 00	51 40	13 40	739 99	4613 40	49 10
72	37 00	81 15	24 82	.....	.....	.....	.....	7 20	.....	180 17	1488 33	3 00
73	30 00	148 24	35 00	.....	18 00	41 00	.....	8 10	238 92	520 41	4282 67	.....
74	.....	78 96	17 93	.....	.....	.....	2 00	58 23	4 38	167 50	202 01	100 00
75	64 50	131 29	22 33	.....	55 71	.....	.....	69 78	34 83	424 96	964 56	.....
76	90 00	129 70	9 20	36 75	52 85	.....	30 53	54 29	10 79	525 64	7610 79	.....
77	30 00	151 62	50 94	.....	53 45	.....	.....	18 85	112 93	500 84	2831 57	.....
78	.....	82 56	20 70	.....	.....	.....	.....	10 23	.....	113 49	105 26	71 49
79	35 00	93 07	31 93	.....	.....	.....	.....	11 18	51 33	227 01	2523 19	.....
80	6 00	103 69	16 83	.....	.....	.....	.....	10 02	6 72	143 26	237 62	.....
81	104 63	120 54	24 85	.....	52 13	.....	.....	94 93	87	510 15	1208 87	13 05
82	38 50	32 70	3 70	.....	38 94	5 50	.....	18 00	46	180 55	127 96	35 00
83	82 00	49 99	25 28	26 56	80 33	.....	.....	27 26	24 53	319 95	2546 14	18 07
84	60 00	135 97	77 40	.....	78 15	.....	.....	79 53	265 45	861 18	2169 30	.....
85	73 10	129 21	30 18	26 03	74 75	.....	.....	4 63	138 50	512 03	4757 89	.....
86	.....	81 07	21 66	.....	.....	.....	.....	27	.....	103 00	103 00	.....
87	1 00	45 07	9 69	.....	.....	.....	.....	1 00	.....	56 76	54 76	.....
88	5 25	126 42	27 32	7 60	57 42	.....	.....	79 18	63 29	428 19	1155 14	.....
89	50 00	35 35	120 44	.....	51 95	63 00	.....	102 45	.....	480 96	1710 00	45 10
90	9 00	141 53	1 34	.....	.....	.....	.....	28 75	6 41	191 28	618 48	.....
91	.....	118 80	8 10	.....	.....	.....	.....	36 45	15 20	251 47	365 20	.....
92	210 00	113 00	40 83	.....	136 40	65 00	.....	64 32	24 72	680 27	6497 92	.....
93	21 00	250 75	79 58	.....	74 22	.....	18 75	107 78	43 41	660 49	435 94	200 00
94	60 00	207 45	60 23	.....	105 48	.....	.....	228 41	.....	824 25	2700 00	61 73
95	40 00	.....	.....	.....	31 25	.....	.....	6 60	6 37	208 82	1161 37	.....
96	25 00	3 35	.....	.....	63 55	.....	.....	19 55	73 27	271 72	1264 27	.....
97	15 00	83 72	16 28	15 65	41 00	.....	.....	32 46	65	247 74	765 65	20 00
98	170 00	120 00	31 24	.....	85 75	45 00	.....	68 97	9 88	647 45	2759 88	.....
99	60 00	75	41 42	.....	45 56	.....	.....	36 74	31 70	330 67	266 64	.....
100	.....	14 93	10 63	.....	.....	.....	.....	66 59	90	93 05	184 36	50 00
101	10 00	136 48	20 50	.....	43 84	.....	.....	18 70	11 22	268 49	735 43	.....
102	.....	119 09	37 65	.....	.....	.....	20 00	3 41	4 99	195 14	456 49	3 50
103	76 30	134 05	29 49	17 40	69 01	.....	.....	15 83	57 32	464 55	4487 32	.....
104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105	.....	119 88	17 64	.....	52 20	.....	.....	115 29	54 23	439 24	1739 23	148 00
106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	50 00	129 55	21 96	.....	.....	.....	.....	7 45	9 17	218 13	449 40	.....
108	50 00	97 01	22 32	.....	22 00	67 65	.....	21 62	1 42	356 77	2122 52	.....
109	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
110	10 00	77 00	18 73	.....	.....	.....	.....	13 97	12 86	148 46	432 86	.....
111	.....	80 30	20 02	.....	.....	.....	.....	5 00	.....	105 32	110 10	.....
112	20 80	100 00	20 66	.....	4 50	.....	10 00	113 27	19 73	294 46	895 83	50 00
113	62 50	100 33	26 63	.....	55 60	11 25	5 60	39 10	4 69	369 17	521 69	30 00
114	10 00	137 62	32 41	.....	3 00	.....	.....	50	34 41	225 94	439 16	.....
115	.....	109 99	42 27	.....	76 11	.....	.....	8 25	8 79	372 80	868 23	.....
116	10 00	102 58	25 43	.....	.....	.....	.....	15 50	89	154 96	272 20	.....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of

Mechanics' Institutes.	Balance on hand.	Receipts during the year.							Rent, Light and Heating.
		Members Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other Sources.	Total.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
117 Jarvis	81 44	53 75	193 40				3 13	331 72	
118 Keewatin*									
119 Kemptville*									
120 Kincardine	109 43	93 50	250 00	160 00		18 90		631 83	88 50
121 King		53 00					100 00	153 00	
122 Kingston	30 67	416 70	315 00	52 50	86 00	22 25	358 26	1311 38	303 70
123 Kingsville	25	134 75	64 90	90 00		8 75	154 60	453 25	100 00
124 Lake Charles		25 00	110 00					135 00	
125 Lakefield		54 50	74 00					128 50	22 51
126 Lancaster*									
127 Leamington		60 00	137 00	25 00			62 95	284 95	90 00
128 Lindsay		148 00	193 80	150 00			47 35	539 15	180 21
129 Lion's Head	34 03	25 00	200 00	10 00			49 03	318 06	29 00
130 Listowel	3 09	91 25	228 16	50 00	12 00	66 33	167 05	617 88	99 22
131 Little Current		62 50					51 26	113 76	
132 London		129 00	250 00	250 00			1445 65	2074 65	132 95
133 L'Orignal*									
134 Lucan	47 58	28 50	94 40					170 48	
135 Lucknow	98	159 00	340 00	20 00		4 55	1 90	526 43	96 70
136 Manitowaning*									
137 Maintock	26 10	45 10						71 20	
138 Markdale		43 90	291 40					335 30	
139 Markham	85	50 50	161 75				40	213 50	40 00
140 Mayflower*									
141 Meaford	47 68	63 50	200 00				50	311 68	
142 Melbourne	19 92	7 50	100 20					127 62	
143 Merrickville	14 55	22 35	175 00	50 00				261 90	39 56
144 Merritton*									
145 Metcalfe*									
146 Midland	18 33	53 10	308 90	60 00			1 80	442 13	82 00
147 Milton	336 57	76 00	219 75				2 28	634 60	
148 Mitchell	14 59	82 80	204 25	100 00		3 20	1 00	405 84	64 08
149 Mono Road	6 31	27 00	175 00					208 31	50
150 Morrisburgh	6 16	166 40	246 10	50 00				468 66	103 67
151 Mount Forest	24 81	80 10	285 57	50 00	7 40		13 55	461 43	49 88
152 Napanee	81 57	261 00	250 00				21 13	613 70	104 19
153 Newburgh	15 20	53 50	185 00				90	254 60	53 10
154 New Hamburg	147 55	39 20	101 00					287 75	6 50
155 Newmarket	17 81	28 00	74 50			6 84	80 66	207 21	51 00
156 Niagara	35 50	81 56	128 00			20 75	35 44	301 25	15 04
157 Niagara Falls	81 77	59 50	322 00	300 00			3 70	766 97	144 50
158 Niagara Falls S	24 04	37 50	152 00					213 54	
159 North Gower	30 19	37 25	85 65				30	153 39	
160 Norwich	33 03	97 60	200 00	25 00				253 63	25 00
161 Norwood	39 29	54 85		25 00			40 00	159 14	153 25
162 Oakville	16 24	58 63	200 00		27 00		50	302 37	10 68
163 Oil Springs*									
164 Ommee		70 00		125 00		23 80	39 40	258 20	25 00
165 Orangeville	104 31	109 00	250 00	50 00			5 95	519 26	150 00
166 Orillia	188 17	152 80	261 19	100 00			17 50	659 66	149 49
167 Otonabee	7 35	94 86	77 00					179 21	
168 Oshawa	13 17	151 55	310 00	100 00	18 00		280 12	872 84	170 57
169 Ottawa*									
170 Owen Sound	182 63	226 75	388 00		17 50		37 30	852 18	
171 Oxford Mills		30 72	101 25				14 00	145 97	
172 Paisley	55 43	46 25	175 00				9 78	286 46	
173 Palmerston	13 90	37 50	58 25	25 00	20 00	31 65	40 00	226 30	7 34

*No Reports.

Mechanics' Institutes, for the year ending 30th April, 1893.

	Expenditure during the year.									Assets and Liabilities.	
	Salaries.	Books (not fiction.)	Books (fiction.)	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
117	25 00	151 39	41 45	8 40	22 80	.....	.....	31 52	51 16	331 72	690 16	.....
118	.....	... ...	.....	.. ..	.....	.....	.....	... ...	.....	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	112 00	126 53	25 00	16 83	126 12	.....	.....	16 36	120 49	631 83	2981 49	305 00
121	.....	137 19	8 82	.....	.....	.....	.....	4 00	2 99	153 00	152 00	100 00
122	375 67	106 95	33 32	26 41	214 01	111 00	28 85	109 61	1 86	1311 38	3706 13	150 00
123	25 00	124 09	.....	.....	69 74	.....	8 75	116 23	9 44	453 25	217 45	171 08
124	.....	94 54	10 38	.....	.....	.....	.....	6 38	23 70	135 00	306 70	.....
125	24 25	30	90	.....	25 55	...	.....	49 27	5 72	128 50	200 72	26 57
126	.....	... ...	.....	.....	.....	...	.....	.....	.....	.....	.....	.....
127	79 00	52 76	13 19	.....	50 00	.....	.....	.....	.....	284 95	395 00	204 00
128	100 00	81 04	22 10	7 40	100 85	.....	.....	46 30	1 25	539 15	2390 00	250 00
129	.....	146 62	24 95	.....	39 75	.....	.....	74 00	3 74	318 06	708 74	.....
130	111 00	104 61	44 68	.....	61 55	.....	21 09	166 20	9 53	617 88	949 53	170 00
131	.....	80 00	21 26	.....	.....	.....	...	.....	12 50	113 76	113 76	33 42
132	367 65	148 02	23 00	.....	149 98	.....	.....	1084 89	168 16	2074 65	28101 16	18410 41
133	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
134	32 15	49 73	35 50	.....	.....	.....	.....	24 50	28 60	170 48	1403 60	.....
135	108 00	133 67	23 42	.....	69 00	1 60	.....	40 65	53 39	526 43	1170 54	150 00
136	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
137	10 00	35 68	9 57	.....	.....	.....	.....	3 96	11 99	71 20	236 97	.....
138	90 00	63 33	19 00	.....	61 35	.....	.....	61 08	40 54	335 30	679 13	.....
139	.....	110 54	31 21	.....	.....	.....	.....	12 67	19 08	213 50	1435 08	.....
140	.....	... ...	.....	.....	.....	.....	.....	.. ..	.....	.....	.....	.....
141	65 00	131 50	44 02	.....	.....	.....	.....	39 60	31 56	311 68	2291 56	.....
142	.....	23 57	2 44	.....	11 20	. ....	.....	24 59	65 82	127 62	438 82	.....
143	.....	95 42	4 59	.....	54 69	. .....	.....	25 66	41 98	261 90	1274 88	.....
144	.....	.....	.....	.....	.....	.....	.....	.....	.. .	.....	.....	.....
145	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
146	96 00	123 00	16 88	.....	39 67	45 00	.....	28 55	11 03	442 13	1112 53	234 75
147	50 00	91 01	10 44	..	66 36	125 00	.....	25 24	266 55	634 60	3666 55	.....
148	106 00	60 08	9 15	55 00	60 65	.....	4 50	30 47	15 91	405 84	3590 14	.....
149	20 00	121 61	36 45	.....	.....	.....	.....	22 21	7 54	208 31	828 85	.....
150	87 75	124 49	26 33	.....	82 90	.....	.....	37 37	6 15	468 66	681 15	.....
151	40 00	137 25	39 90	.....	67 79	31 05	.....	57 49	38 07	461 43	1933 07	.....
152	101 00	140 01	30 63	25 72	54 35	.... .	.... .	40 33	117 47	613 70	1392 47	.....
153	38 00	94 69	5 56	.....	50 06	.....	.....	12 95	24	254 60	665 00	3 00
154	3 50	25 00	.....	.....	35 00	.. ...	.....	51 90	165 85	287 75	1010 85	70 00
155	....	59 28	20 78	..	.....	.....	.....	65 59	10 56	207 21	595 62	142 16
156	60 00	89 42	26 83	37 70	59 10	. .	.....	13 16	.....	301 25	3635 00	35 44
157	110 00	202 42	49 25	5 90	60 90	72 00	.....	31 36	90 64	766 97	5090 64	76 00
158	12 00	129 23	26 32	.....	.....	.....	.....	12 53	33 46	213 54	848 46	.....
159	25 00	95 11	11 98	.....	.....	...	.....	7 00	14 30	153 39	268 39	.....
160	55 00	150 81	26 90	7 80	25 75	.....	.. ....	4 00	60 37	355 63	2788 77	.....
161	.....	.....	.....	.....	.....	.....	.....	4 85	1 04	159 14	426 04	75 00
162	40 00	120 61	45 04	.....	.....	27 00	... ..	56 58	2 46	302 37	2063 11	.....
163	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
164	.....	90 55	30 99	.....	61 95	..... .	75	47 75	1 21	258 20	169 50	.....
165	. ....	139 08	41 64	.....	49 00	.....	.....	41 99	97 55	519 26	2092 55	.....
166	140 00	90 18	41 17	.... .	53 30	.....	.....	62 89	122 63	659 66	2572 63	.. ..
167	. ..	130 30	18 68	....	3 50	.	.....	26 73	.	179 21	370 08	... .
168	40 00	127 24	22 84	...	88 83	53 25	.....	334 05	36 06	872 84	1014 91	198 95
169	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
170	110 00	164 26	136 75	...	99 90	115 83	.....	35 34	190 10	852 18	4542 10	10 75
171	20 00	85 28	22 72	....	.....	.... .	.....	17 97	..... .	145 97	363 00	20 00
172	40 00	171 42	.....	....	.....	. . .	.....	55 44	19 60	286 46	2099 73	.....
173	4 80	130 24	9 10	.....	.....	.....	26 65	45 56	2 61	226 30	332 61	11 00

TABLE A.—Receipts and Expenditure, Assets and Liabilities of

Mechanics' Institutes.	Balance on hand.	Receipts during the year.							Rent, Light and Heating.
		Members Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other Sources.	Total.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
174 Paris		277 98	250 00	150 00			73 80	751 78	76 70
175 Parkhill		82 05	75 00				5 10	162 15	2 00
176 Parry Sound	29 45	47 75	93 00					170 20	
177 Pembroke		224 00		100 00			153 81	477 81	8 90
178 Penetanguishene		105 00	307 45	50 00			192 00	645 45	58 75
179 Perth	23	187 00	250 00	100 00			30	537 53	180 84
180 Peterborough	6 07	405 90	288 00		44 00		547 35	1291 32	362 13
181 Petrolea*									
182 Pickering	2 58	49 51	149 50					201 59	
183 Picton	94 83	116 25	125 00	25 00			88	361 96	63 13
184 Plattsville		96 50				6 45	46 75	149 70	13 75
185 Point Edward	8 43	68 00	222 45				27 27	326 15	34 89
186 Port Arthur	114 42	99 00	219 70	100 00		1 00	236 41	770 53	160 50
187 Port Carling	78 81	26 00	68 13				4 66	177 60	9 25
188 Port Colborne	93 44	16 50						109 94	
189 Port Elgin		34 95	191 30			1 45	19 08	246 78	
190 Port Hope		228 50	223 70				158 33	610 53	116 90
191 Port Perry		190 00				25 55	1 58	217 13	28 25
192 Port Rowan	56 97	111 00	250 00	27 50			101 42	546 89	51 66
193 Prescott	49 06	117 00	114 00			26 54		306 60	3 25
194 Preston	98 30	95 00	250 00	200 00			1 00	644 30	88 84
195 Queensville		50 00						50 00	
196 Renfrew	31 98	83 50	116 00	25 00			13 99	270 47	50 00
197 Richmond Hill	3 80	53 00	153 35			25 62	19 10	254 87	23 51
198 Ridgetown	116 32	138 50	250 00	50 00		50 00	15 69	620 51	114 15
199 Ripley	4 02	59 20	214 63	40 00		11 10	41 80	370 75	53 37
200 Rodney		59 50				25 75	26 97	112 22	
201 Romney	17 59	33 80	97 50	25 00				173 89	1 00
202 Russell	42 85	52 50	148 80				45	244 60	12 00
203 Saltfleet		65 00		50 00			32 50	147 50	
204 Sault Ste. Marie		89 60	217 74			47 00	2 00	355 74	32 60
205 Scarboro	37 14	64 83	175 00					276 97	1 00
206 Schrieber	238 79	250 45				21 50	331 89	842 63	314 40
207 Seaforth	17 77	377 00	250 00	100 00		69 55	25 05	859 37	136 70
208 Shedden	1 19	31 00	113 75			6 30	45 68	197 92	29 21
209 Shelburne	9 61	94 00	123 60				13 90	241 11	61 00
210 Smith's Falls	102 73	144 00	102 50	100 00		33 20	110 35	592 78	131 78
211 Southampton		55 25	200 00	30 00			29 80	315 05	
212 Sparta		86 62	103 80			41 80		232 22	
213 Stayner		61 50		25 00			5 82	92 32	
214 Stouffville	90 88	98 55	250 00				37 67	477 10	55 00
215 Stratford	159 22	213 00	250 00	200 00				822 22	108 85
216 Strathroy		183 50	250 00	75 00		62 55	247 50	818 55	90 90
217 Streetsville	7 74	48 25	91 75			57 30		205 04	
218 St. George	34 69	63 00	221 85			79 44	83 00	481 98	102 69
219 St. Helens	55 66	31 75	101 50			10 26	4 94	204 11	9 82
220 St. Mary's	13 89	191 09	250 00	100 00			19 40	574 38	50 00
221 St. Vincent		25 00				14 25	28 25	67 50	5 31
222 Tara	56 46	24 57	200 00	20 00		68 60		369 63	
223 Tavistock	44 46	76 50	246 00				4 85	371 81	36 00
224 Teeswater	95 65	109 35	220 50	20 00		24 54		470 04	74 22
225 Thamesford	34 30	35 85	144 10					214 25	
226 Thamesville	128 18	195 00	229 70	50 00		138 00	31 25	772 13	450 00
227 Thessalon*									
228 Thorndale*									
229 Thornbury	3 00	74 00						77 00	
230 Thorold	53	54 00	282 20				71 65	408 38	39 00
231 Tilbury Centre	7 01	64 50	156 00	50 00			50 00	327 51	109 48

*No Reports.

Mechanics' Institutes, for the year ending 30th April, 1893.

	Expenditure during the year.									Assets and Liabilities.	
	Salaries.	Books (not fiction.)	Books (fiction.)	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
174	170 00	161 13	64 51	52 15	111 45	.... ..	.....	115 84	..... .	751 78	10200 00	3 01
175	35 00	23 70	25 20	.....	40 35	.....	.....	29 22	6 68	162 15	531 68	50 00
176	25 00	60 38	23 39	.....	.... .	.....	.... .	23 10	38 33	170 20	658 99	.....
177	....	211 15	49 35	.....	60 95	.....	.....	31 20	116 26	477 81	528 62	170 82
178	128 00	139 65	17 97	.....	38 36	.....	.....	260 38	11 34	654 45	1511 34	364 67
179	113 75	122 28	36 12	.... .	65 00	... .	.... .	18 90	64	537 53	1900 64	.....
180	208 00	249 56	93 49	38 25	135 47	135 50	.... .	13 50	115 42	1291 32	8449 57	.....
181	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
182	.....	127 91	33 84	.....	.....	.....	.....	22 70	17 14	201 59	282 14	.....
183	94 00	96 88	18 15	.....	42 25	.....	.....	26 00	21 55	361 96	296 55	60 00
184	...	80 00	18 00	.....	25 10	.....	.... .	7 27	5 58	149 70	124 08	.....
185	75 00	50 74	35 57	.... .	57 05	.....	.....	31 25	42 15	326 15	2896 73	.....
186	123 82	106 58	76 03	... ..	49 80	... ...	.....	242 82	10 98	770 53	1517 98	232 41
187	40 00	43 57	30 08	.....	44 31	.....	.....	1 27	9 12	177 60	464 57	20 00
188	.....	36 00	33 35	10 84	.....	.....	.....	10 75	19 00	109 94	689 00	.....
189	35 00	120 00	48 07	....	27 55	.....	.....	16 16	.....	246 78	900 00	15 00
190	104 00	141 33	26 45	.....	102 93	.....	.....	118 92	..... .	610 53	2492 26	33 78
191	14 50	100 00	.....	.....	.....	.....	.....	21 45	52 93	217 13	221 06	.....
192	85 25	193 57	44 39	.....	52 00	.....	.....	170 62	.....	546 89	810 55	96 12
193	48 00	15 43	43 57	61 00	... .	.....	.....	118 85	16 50	306 60	3611 90	.....
194	88 00	166 26	47 58	8 70	105 98	53 77	.....	34 73	50 44	644 30	6412 57	.....
195	.....	33 19	8 00	.....	.....	.....	.....	5 98	2 83	50 00	47 02	.....
196	36 00	42 26	.....	18 91	21 00	.....	.....	4 29	98 01	270 47	2890 42	.....
197	24 00	66 69	16 69	28 70	24 90	.....	25 00	36 25	9 13	254 87	1609 13	.....
198	70 00	125 80	28 62	.....	61 18	.....	.....	131 69	89 07	620 51	3908 25	... .
199	35 50	143 32	22 14	.....	47 00	.....	.....	17 48	51 94	370 75	817 40	.....
200	.....	81 55	20 48	.....	.....	.....	.....	10 19	... .	112 22	110 00	12 00
201	5 00	90 92	8 95	50	.....	.....	.....	11 40	56 12	173 89	303 19	.....
202	33 00	71 60	16 00	14 95	68 75	.....	.....	.....	28 30	244 60	1048 30	15 00
203	.....	72 38	28 56	.....	.. .	.....	.....	1 00	45 56	147 50	147 50	.....
204	72 00	138 13	29 80	.....	36 75	.....	. . .	46 28	18	355 74	606 10	.....
205	1 00	170 79	34 60	.....	.....	.....	.....	45 50	24 08	276 97	2214 08	.....
206	143 74	77 82	4 31	... ..	46 95	... ..	10 00	203 41	42 00	842 63	1098 07	340 00
207	311 00	126 24	24 57	.....	95 10	.....	47 70	93 80	4 26	839 37	4714 26	550 00
208	50 00	19 74	4 94	... ..	32 10	18 00	1 00	38 08	4 85	197 92	126 85	79 34
209	.....	45 93	10 97	.....	29 04	.....	.....	87 68	6 49	241 11	791 49	98 95
210	144 50	47 71	17 50	.....	96 33	.....	.....	154 96	.....	592 78	2517 94	86 50
211	.....	166 72	30 93	.....	.....	.....	.....	177 40	.....	315 05	2252 65	461 00
212	26 00	75 32	36 05	.....	.....	.....	25 17	34 25	35 43	232 22	256 68	9 00
213	18 00	30 83	11 99	.... .	.....	.....	.....	31 50	.....	92 32	320 05	5 82
214	70 00	137 39	13 45	.....	55 20	.....	.....	53 09	92 97	477 10	2692 97	.....
215	150 00	214 52	79 87	18 20	91 95	.....	.....	70 14	88 69	822 22	3726 69	.....
216	100 00	129 94	28 30	... .	78 05	.....	52 60	309 10	29 66	818 55	4149 66	220 00
217	80 00	.....	.....	.....	39 85	.....	54 95	13 03	17 21	205 04	3167 21	110 00
218	75 00	136 16	30 55	22 00	21 85	.....	38 80	42 50	12 43	481 98	3440 05	.. ..
219	37 40	53 13	8 00	.....	36 80	.....	.....	13 79	45 17	204 11	291 21	.....
220	185 00	117 45	33 00	.....	56 75	... ...	... . .	97 81	34 37	574 38	409 37	100 00
221	2 71	45 61	5 40	.....	.....	.....	.....	.....	8 47	67 50	64 79	.....
222	25 00	141 11	26 18	.....	27 80	.....	60 05	2 83	86 66	369 63	846 88	.....
223	45 00	131 42	19 04	4 20	50 00	.....	....	19 55	66 60	371 81	887 07	.....
224	25 00	122 29	43 73	.....	30 40	.....	.....	27 31	147 09	470 04	1611 02	.....
225	18 00	113 87	15 95	.....	.....	.....	.....	26 30	40 13	214 25	520 19	.....
226	.....	127 48	40 16	29 00	90 70	.....	.....	21 60	13 19	772 13	1541 29	.....
227	.....	.....	.....	..	.....	.....	.....	.....	.....	.....	.....	.....
228	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
229	....	52 18	18 62	.....	... .	.....	.....	3 45	2 75	77 00	103 00	6 00
230	75 00	84 13	18 90	....	50 25	48 75	.....	45 18	47 17	408 38	3172 17	48 00
231	37 11	49 27	21 75	4 50	54 31	.....	.....	50 25	84	327 51	332 80	.....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of

Mechanics Institutes.	Balance on hand.	Receipts during the year.							Rent, Light and Heating.
		Members Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other Sources.	Total.	
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
232 Tilbury East	14 46	34 50	175 00	25 00	.....	.....	6 62	255 58	.....
233 Tilsonburg	.....	92 00	99 70	44 00	.....	.....	18 66	254 36	40 00
234 Tiverton	41 21	51 00	113 60	20 00	.....	.....	8 75	234 56	20 75
235 Tottenham	.....	25 50	150 00	.....	.....	.....	54 21	229 71	.....
236 Trenton	.....	140 00	90 25	100 00	.....	86 88	11 26	428 39	79 93
237 Tweed	3 25	80 50	117 00	.....	.....	.....	.....	200 75	63 71
238 Underwood	.....	41 00	.....	.....	.....	.....	.....	41 00	.....
239 Uxbridge	.....	154 00	274 00	.....	27 00	327 28	647 50	1429 78	214 12
240 Vandorf	8 50	59 50	161 60	.....	.....	147 32	231 75	608 67	.....
241 Victoria	10 66	25 00	153 00	.....	.....	.....	.....	188 66	9 00
242 Walkerton	19 89	61 25	182 25	60 00	.....	46 45	16 62	386 46	70 80
243 Wallaceburg*	.....	.....	.....	.....	.....	.....	.....	.....	.....
244 Walter's Falls*	.....	.....	.....	.....	.....	.....	.....	.....	.....
245 Wardsville	73	13 75	.....	.....	.....	.....	52	15 00	.....
246 Warkworth	.....	111 10	.....	.....	.....	16 00	87 66	214 76	4 75
247 Waterdown	55 17	26 00	.....	.....	.....	.....	.....	81 17	3 00
248 Waterford	.....	40 00	.....	.....	.....	.....	.....	40 00	.....
249 Watford	8 41	93 50	209 05	.....	.....	20 00	58 00	388 96	83 07
250 Welland	55 69	64 85	250 00	100 00	.....	.....	32 57	503 11	115 12
251 Westford	50	25 00	.....	10 00	.....	.....	.....	35 50	.....
252 Weston	4 30	50 75	242 25	100 00	.....	7 75	5 80	410 85	85 65
253 W Toronto Junction	179 24	75 47	277 09	350 00	.....	.....	07	881 87	262 23
254 Whitby	111 53	58 75	90 35	.....	.....	.....	.....	260 63	30 46
255 Wiarton	.....	48 75	218 70	10 00	11 00	.....	2 25	290 70	28 00
256 Williamstown	20 95	30 45	54 75	25 00	.....	.....	5 00	136 15	46 70
257 Winchester	34 64	41 36	.....	.....	.....	.....	.....	76 00	.....
258 Windermere*	.....	.....	.....	.....	.....	.....	.....	.....	.....
259 Wingham	59 98	89 00	250 00	70 00	.....	.....	.....	468 98	25 55
260 Woodbridge	110 99	28 75	149 80	.....	.....	.....	36 74	326 28	10 85
261 Woodstock	27 13	363 85	206 50	200 00	.....	.....	62 00	859 48	214 75
262 Woodville	23 51	76 40	125 50	75 00	.....	.....	36 50	336 91	92 50
263 Wroxeter	.....	58 87	140 90	.....	.....	.....	15 12	214 89	20 00
264 Wyoming	61 31	52 00	114 38	.....	.....	.....	5 10	232 79	.....
Total	8101 65	21192 34	37177 90	7343 63	586 30	3335 21	13476 45	91213 48	13624 87

*No Reports.

Mechanics' Institutes, for the year ending 30th April, 1893.

	Expenditure during the year.										Assets and Liabilities.	
	Salaries.	Books (not fiction.)	Books (fiction.)	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balance on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
232	25 00	139 59	17 35	.....	.....	.....	.....	36 78	36 86	255 58	511 68	.....
233	68 00	34 56	25 68	.....	54 00	.....	.....	32 12	.....	254 36	730 24	19 66
234	32 00	64 22	44 52	.....	.....	.....	.....	.....	73 07	234 56	244 41	.....
235	.....	68 44	12 00	.....	.....	.....	.....	149 27	.....	229 71	617 80	53 01
236	75 00	39 02	10 40	.....	41 25	50 00	40 25	92 32	22	428 39	1124 64	70 53
237	.....	18 50	4 50	....	12 22	.....	.....	87 94	13 88	200 75	149 30	38 66
238	.....	.....	.....	.....	.....	.....	.....	1 22	39 78	41 00	39 78	.....
239	150 00	127 53	23 82	43 35	69 03	49 00	139 60	601 33	12 00	1429 78	4701 80	371 25
240	19 00	100 13	4 17	.....	.....	.....	68 98	410 62	5 77	608 67	920 77	120 10
241	10 00	106 40	26 60	.....	7 00	.....	.....	15 67	13 99	188 66	543 99	.....
242	120 80	58 46	15 92	.....	40 60	.....	43 17	21 20	15 51	386 46	1090 51	.....
243	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
244	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
245	15 00	.....	.....	.....	.....	.....	.....	.....	.....	15 00	1328 32	52
246	5 00	102 60	44 35	1 50	40 50	.....	.....	.....	16 06	214 76	215 77	86 89
247	.....	47 51	15 64	3 60	.....	.....	.....	9 45	1 97	81 17	480 97	16 71
248	.....	40 00	.....	.....	.....	.....	.....	.....	.....	40 00	155 00	.....
249	40 00	132 40	24 67	.....	42 85	.....	26 00	39 85	12	388 96	845 58	.....
250	78 00	122 58	27 48	.....	51 00	.....	.....	41 71	67 22	503 11	3232 77	.....
251	.....	.....	.....	.....	.....	.....	.....	75	34 75	35 50	197 88	.....
252	95 00	109 63	27 56	25 37	50 00	.....	.....	8 25	9 39	410 85	1339 39	.....
253	130 27	108 03	44 90	.....	45 30	.....	.....	119 90	171 24	881 87	1237 24	.....
254	67 00	27 32	20 35	.....	22 21	.....	.....	4 85	88 44	260 63	1713 44	15 00
255	26 00	139 50	12 70	.....	42 50	24 00	.....	7 09	10 91	290 70	860 91	22 40
256	25 00	.....	.....	.....	10 80	.....	.....	.....	53 65	136 15	657 84	90 00
257	32 80	8 40	.....	....	.....	.....	.....	.....	34 80	76 00	314 64	.....
258	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
259	102 00	120 68	29 85	.....	64 25	.....	.....	10 81	115 84	468 98	1470 84	.....
260	15 00	100 19	13 61	.....	44 82	.....	.....	16 84	124 97	326 28	1513 97	250 00
261	144 00	53 00	40 05	29 36	164 80	.....	.....	122 66	90 86	859 48	3590 86	.....
262	.....	63 30	40 00	.....	50 25	.....	.....	28 82	62 04	336 91	587 04	.....
263	.....	160 60	24 29	.....	.....	.....	.....	10 00	.....	214 89	2449 94	13 12
264	72 00	64 65	12 50	.....	19 76	.....	.....	14 25	49 63	232 79	794 78	.....
	12618 36	22735 03	6182 49	959 74	8940 70	1557 04	1421 10	14714 40	8409 81	91213 48	376595 24	30209 79

TABLE B.—Membership, Libraries and Reading Rooms in

Mechanics' Institutes.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
1 Aberarder	86	66	255	79	389	.....	38	116	103	66	1	1113
2 Admaston	54	4	11	12	6	2	3	2	12	3	.....	55
3 Ailsa Craig	66	200	297	153	530	77	53	154	214	140	36	1854
4 Alliston	56	46	124	79	104	7	21	20	3	43	30	477
5 Almonte	165	172	322	317	267	92	48	140	148	164	44	1714
6 Alton	54	112	799	191	600	.....	61	.....	166	135	54	2118
7 Alvinston	31	33	113	62	147	28	17	23	29	38	6	496
8 Arkona	114	48	228	114	382	28	41	98	160	102	35	1236
9 Arnprior	65	75	306	94	247	465	105	27	110	55	41	1525
10 Arthur	105	139	766	175	220	250	53	150	158	231	47	2189
11 Athens	51	103	137	106	208	285	36	68	82	81	4	1110
12 Atwood	112	22	37	7	6	...	.....	4	16	17	.....	109
13 Aurora	171	68	475	160	265	124	35	139	130	197	43	1636
14 Aylmer	150	206	646	218	532	82	95	1	263	195	124	2362
15 Ayr	72	428	665	413	720	.....	99	193	356	370	127	3371
16 Baden	123	70	133	126	457	109	36	23	142	112	10	1218
17 Barrie	345	354	1095	454	357	329	151	74	241	361	176	3592
18 Beamsville	146	49	302	111	236	....	47	75	108	152	1	1081
19 Beaverton	107	49	157	95	60	15	24	44	69	55	32	600
20 Beeton	102	67	404	174	59	253	58	209	51	114	38	1427
21 Belfountain	64	79	170	80	225	71	11	39	70	139	10	894
22 Belleville	140	162	1223	312	147	1194	62	36	128	190	86	3540
23 Belmont	51	42	292	78	116	6	10	31	43	36	29	683
24 Belwood	71	25	42	51	44	.....	...	19	26	17	.....	224
25 Bervie	28	13	30	10	10	5	3	7	2	6	...	86
26 Blenheim	127	77	383	216	228	42	21	40	156	150	37	1350
27 Blyth	60	100	140	110	350	60	30	80	90	75	30	1065
28 Bobcaygeon	100	63	267	86	216	152	26	97	56	122	18	1103
29 Bognor	104	17	63	32	84	8	7	10	11	28	.....	260
30 Bolton	148	95	345	105	339	...	47	83	87	224	46	1371
31 Bothwell	50	21	197	32	60	17	15	11	15	29	10	407
32 Bomanville	241	236	708	331	224	85	51	269	130	391	86	2511
33 Bracebridge	109	132	445	198	55	156	73	82	206	132	22	1501
34 Bradford	54	25	192	118	168	20	3	65	25	68	....	684
35 Brampton	139	419	586	273	408	54	62	70	248	393	87	2600
36 Brighton	113	138	332	165	182	65	51	48	157	149	.....	1287
37 Brockville	795	284	2339	339	1048	610	109	62	218	254	115	5378
38 Brougham	15	16	127	91	54	40	17	13	35	19	1	413
39 Brussels	65	290	271	174	311	48	4	106	229	195	32	1660
40 Burk's Falls	108	71	282	54	111	28	32	29	61	40	15	723
41 Burlington	119	45	155	124	178	116	37	22	49	47	1	774
42 Caledon	56	85	275	103	278	...	32	77	85	52	.....	987
43 Caledonia	60	.....	Dest roy ed		by	fire.	.....	.....	.....	.....	.....	.....
44 Camden East	52	23	75	26	75	32	1	29	45	29	15	350
45 Campbellford	185	212	970	327	366	35	44	81	401	138	46	2620
46 Cannington	101	73	185	80	152	47	20	30	58	127	65	837
47 Cardinal	114	70	250	108	37	2	10	6	42	76	15	616
48 Carleton Place	185	112	595	158	134	65	40	111	161	225	24	1625
49 Chapleau	240	61	400	196	44	.....	33	.....	185	.....	14	933
50 Chatsworth	80	83	284	109	152	57	7	181	74	179	....	1126
51 Cheapside	58	16	43	14	38	13	7	19	9	17	1	177
52 Cheltenham	57	175	282	146	534	43	27	63	128	153	84	1635
53 Chesley	85	25	183	63	67	70	17	10	39	13	6	493
54 Claremont	74	5	76	31	91	14	12	15	14	31	3	292
55 Clarksburg	65	36	122	47	34	.....	18	31	44	29	21	382
56 Claude	106	132	265	137	382	35	35	84	95	160	26	1351
57 Clifford	62	124	329	104	265	44	60	87	164	174	14	1365

Mechanics' Institutes for the year ending 30th April, 1893.

	Number of Volumes Issued.											Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
1	43	831	36	47	.....	22	137	42	32	.....	1190	7	9
2	4	17	12	6	1	3	1	7	8	.....	59	.....	.....
3	30	300	35	250	76	10	30	12	60	.....	803	10	6
4	84	430	200	274	79	19	47	1	255	8	1397	....	.....
5	137	1076	950	600	.....	34	26	43	417	.....	3283	7	17
6	32	1497	54	297	.....	27	....	41	139	17	2104	.....	.....
7	16	394	156	386	8	19	16	12	60	8	1075	.....	.....
8	50	525	65	500	115	30	55	45	137	5	1527	10	11
9	76	654	54	223	323	125	14	102	174	.....	1745	3	.....
10	22	527	141	90	510	19	58	56	249	17	1689	11	7
11	24	280	39	574	296	13	121	7	286	1	1641	.....	....
12	44	124	20	29	.....	.....	1	17	82	.....	317	....	.....
13	29	1478	433	416	1560	44	216	394	514	.....	5084	.....	.....
14	50	900	70	900	75	35	.....	200	180	50	2460	4	10
15	243	3014	116	442	.....	67	205	111	561	11	4770	11	15
16	109	214	172	489	168	17	13	159	341	6	1688	9	8
17	254	5121	371	375	464	120	168	295	987	5	8160	21	9
18	33	1365	160	749	.....	13	55	30	434	....	2839	6	11
19	22	584	92	80	30	28	90	49	151	.....	1126	13	20
20	17	708	199	230	61	25	353	21	283	.....	1897	20	4
21	120	500	100	300	.....	20	60	182	215	.....	1497	.....	.....
22	81	4558	84	50	148	56	7	48	249	150	5431	13	16
23	20	812	22	57	.....	.....	4	12	7	11	945	.....	.....
24	77	286	235	322	.....	..	64	51	152	.....	1187	.....	.....
25	15	9	25	6	15	5	5	5	4	.....	89	....	.....
26	58	1237	466	1491	33	27	36	260	474	414	4496	18	8
27	14	598	25	272	50	11	20	18	100	....	1108	.....	.....
28	39	677	105	551	297	16	116	23	208	.....	2032	6	7
29	31	159	116	230	14	4	76	15	78	.....	723	....	.....
30	800	2000	500	1800	.....	100	200	250	1500	50	7200	20	7
31	26	649	46	116	8	22	16	12	38	....	933	.....	.....
32	97	2486	757	210	152	54	575	69	814	.....	5214	28	16
33	86	1543	247	25	42	27	20	98	267	7	2362	13	9
34	20	421	165	47	14	2	52	9	88	.....	818	.....	.....
35	93	2298	383	120	13	26	40	90	598	5	3666	14	6
36	31	1209	71	47	47	11	35	27	225	...	1703	18	4
37	450	13824	530	6345	972	281	254	425	635	.....	23716	30	33
38	15	60	10	15	30	6	6	10	12	.....	164	....	.....
39	54	683	46	94	7	17	14	9	132	....	1056	....	.....
40	27	295	24	231	12	25	24	42	68	4	752	3	9
41	65	248	149	186	214	70	40	73	66	.....	1111	7	11
42	30	507	75	408	.....	27	215	46	59	.....	1367	.....	.....
43	10	200	10	250	85	.....	3	20	25	.....	603	.....	.....
44	24	164	23	78	63	1	.....	37	22	35	447	3	7
45	111	3000	95	124	550	60	.....	100	1000	3	5043	16	5
46	46	439	239	538	29	27	42	14	487	.....	1861	7	11
47	73	1370	145	192	.....	6	9	30	159	.....	1984	10	7
48	67	2800	128	63	343	43	202	93	475	.....	4214	7	12
49	40	833	90	73	.....	11	.....	61	.....	.....	1108	6	13
50	156	418	263	141	66	19	367	88	413	.....	1931	7	....
51	20	160	21	142	18	5	12	10	65	....	453	....	.. ...
52	80	300	93	339	10	6	27	65	111	12	1043	.....	.....
53	37	948	62	228	89	16	18	24	10	.....	1432	.....	... ..
54	11	353	77	258	33	17	21	30	89	.....	889	.....	.....
55	5	74	24	3	.....	5	.....	1	27	.....	139	....	.....
56	55	420	60	460	34	11	87	39	260	...	1426	.. .	.....
57	35	300	80	140	20	10	30	78	170	20	883	... .	.....

TABLE B.—Membership, Libraries and Reading Rooms in

Mechanics' Institutes.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
58 Clinton	248	276	847	395	194	266	105	57	304	242	61	2747
59 Cobourg	115	144	224	200	269	100	40	212	259	156	11	1615
60 Colborne	100	123	984	163	405	55	97	15	98	170		2110
61 Cold Springs	67	46	89	49	67	20	20	30	42	70		433
62 Coldstream	51	17	190	19	43	21	10	8	62	14	21	405
63 Collingwood	130	294	1043	472	554	491	128	112	384	403	161	4042
64 Cornwall	80	45	196	91	299	13	25	62	35	81	15	862
65 Deseronto	262	50	388	147	166		43		51	90	21	956
66 Drayton	125	120	491	131	278	142	45	93	157	84	28	1569
67 Dresden*												
68 Duart	59	52	194	112	192	65	18	41	34	110	10	828
69 Dufferin	52	52	165	36	87	61	9	56	12	48	2	528
70 Dundalk	110	87	202	110	157		87	49	106	109	49	956
71 Dundas	107	462	1135	623	560	380	146	87	1349	698	292	5732
72 Dunnville	117	354	404	170	347	55	50	72	102	190	34	1778
73 Durham	118	355	816	240		567	95	43	291	244	57	2708
74 Dutton	71	9	21	9	1	12	1	1		4		58
75 Elmira	108	91	407	104	429	155	31	55	79	189	15	1555
76 Elora	150	608	1566	661	1127	643	203	171	1366	749	488	7582
77 Embro	85	416	1024	549	568	25	77	43	146	145	44	3037
78 Emsdale	45	8	40	22	23		10	41	19	18		181
79 Ennotville	50	181	451	214	255	209	57	183	245	94	63	1952
80 Erin	100	18	69	60	66	12	11	38	48	20		342
81 Essex	138	154	317	127	124	2	57	35	87	96	30	1029
82 Ethel	106	11	57	32	75	19	3	18	7	43		265
83 Exeter	144	130	711	169	268	123	91	163	194	318	146	2313
84 Fenelon Falls	110	36	872	388	290		33	67	207	244	26	2163
85 Fergus	123	318	618	556	192	387	107	276	535	319	85	3393
86 Flesherton	103	13	49	48	12	6		9		13		150
87 Floradale	102	12	27	5	51		4	8	15	4		126
88 Fonthill	105	124	357	201	322	101	43	117	186	184	58	1693
89 Forest	116	169	522	129	177	107	49	128	192	106	39	1618
90 Forks of the Credit	53	45	182	166	187		34	51	84	92	27	868
91 Fort Erie	120	49	358	120	75	4	24	55	78	109	15	887
92 Galt	276	361	885	408	761	477	161	184	547	366	109	4259
93 Gananoque	233	62	269	99	25	5	12	12	28	61	7	580
94 Garden Island	102	204	846	525	427	80	150	37	1243	496	92	4100
95 Georgetown	66	91	347	163		332	35	52	193	66	27	1306
96 Glencoe	53	156	290	162	110	85	63	69	185	51		1171
97 Glenmorris	108	74	191	81	219	72	22	87	55	118	1	920
98 Goderich	148	250	725	300	440	69	108	165	375	290	75	2797
99 Gore Bay	59	21	212	11	20	35	30		9	58		396
100 Gorrie	51	41	64	34	39	14		7	15	38		252
101 Grand Valley	55	122	228	142	158	39	25	104	55	84	15	972
102 Gravenhurst	103		368	51	18	46	22		53	9		567
103 Grimsby	116	169	1070	218	1130	264	74	41	492	407	56	3921
104 Hanover*												
105 Harriston	115	160	621	242	400	324	84	176	226	262	63	2558
106 Hastings*												
107 Hensall	59	71	116	75		118	14	79	64	68	10	615
108 Hespeler	54	227	519	260	649		80		263	135	79	2212
109 Highgate*												
110 Highland Creek	51	53	152	67	72	10	19	14	80	130		597

*No Reports.

Mechanics' Institutes for the year ending 30th April, 1893.

	Number of Volumes issued.											Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
58	814	1690	794	1502	2132	423	192	702	1122	154	9525	21	6
59	89	1226	163	840	21	44	550	103	583	.....	3619	14	21
60	45	1119	107	450	60	40	12	17	140	.....	1990	9	12
61	34	110	54	168	9	5	23	2	65	.....	470	.....	....
62	1	236	21	169	22	3	15	40	16	3	526	3	....
63	60	3049	184	231	153	13	32	32	420	10	4184	32	19
64	30	829	67	632	4	12	34	17	134	.....	1759	17	9
65	111	2115	551	691	.....	72	....	87	526	.....	4153	12	30
66	37	952	53	54	137	26	30	57	110	.....	1456	10	9
67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
68	43	386	251	326	203	16	7	30	370	1	1633	.....	.....
69	16	275	10	45	25	5	45	.....	35	.....	456	.....	.....
70	97	468	155	339	.....	79	52	58	209	9	1466	.....	.....
71	93	1601	140	152	14	41	36	174	232	5	2488	9	7
72	96	1860	122	1342	76	67	38	51	67	.....	3719	.....	.....
73	100	1087	80	.....	397	24	12	120	443	.....	2263	.....	.....
74	16	116	20	10	51	1	8	.....	42	.....	264	6	9
75	19	632	91	842	32	9	23	14	221	....	1883	18	6
76	61	3230	230	296	798	38	15	173	511	.....	5352	12	8
77	680	890	720	416	28	62	64	128	320	90	3398	10	11
78	13	47	18	2	.....	3	....	44	4	9	140	.....	.....
79	31	629	43	52	185	4	22	33	26	.....	1025	.....	.....
80	41	374	188	182	32	16	56	75	96	.....	1060	.....	.....
81	109	1207	142	102	13	45	19	43	136	.....	1816	6	14
82	7	220	54	120	77	1	20	8	135	.....	642	4	8
83	74	2186	125	427	40	83	206	142	1022	4	4309	5	9
84	10	1945	231	328	.....	10	51	30	409	....	3014	12	26
85	94	1772	473	93	361	59	13	176	458	.....	3499	9	12
86	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	22	38	11	113	.....	8	5	14	9	....	220	.....	.....
88	26	749	130	376	171	18	131	56	161	3	1821	6	12
89	126	560	56	134	105	30	203	50	122	.....	1326	11	11
90	31	223	281	295	.....	24	28	54	207	5	1148	.....	.....
91	20	572	112	124	1	6	31	51	208	.....	1125	.....	.....
92	153	4455	206	490	680	91	40	257	357	7	6736	35	8
93	40	1589	86	77	4	8	5	22	258	.....	2089	8	17
94	12	620	68	49	16	49	.....	160	72	.....	1046	15	20
95	7	324	129	.....	91	6	....	29	69	.....	655	8	7
96	80	490	89	101	85	50	45	65	60	.....	1065	17	2
97	30	617	69	734	26	12	79	20	148	....	1735	7	10
98	45	2250	270	310	20	53	55	44	198	20	3265	34	15
99	38	1150	28	43	249	43	.....	16	301	.....	1868	9	9
100	84	538	122	115	45	.....	.....	25	209	.....	1138	.....	.....
101	37	307	58	113	12	7	46	12	87	5	684	6	8
102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	49	2780	90	1852	899	36	25	139	190	.....	6060	19	2
104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105	150	450	90	250	35	25	25	70	700	25	1820	9	12
106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	26	123	83	.....	95	5	108	56	90	.....	586	.....	.....
108	120	1435	115	895	.....	23	.....	62	102	.....	2752	6	1
109	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
110	24	170	100	105	.....	9	16	37	221	.....	682	.....	.....

TABLE B.—Membership, Libraries and Reading Rooms in

Mechanics' Institutes.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.
111 Hillsburg	101	9	43	18	60	.....	8	4	5	10	.....	157
112 Holyrood	53	92	218	116	154	159	46	132	54	76	14	1061
113 Huntsville	102	49	182	74	47	25	17	20	55	89	14	572
114 Inglewood	52	43	135	96	112	43	23	48	64	26	3	593
115 Iroquois	124	73	300	34	101	39	26	5	75	35	28	766
116 Islington	31	36	270	71	25	119	39	15	44	49	25	693
117 Jarvis	100	39	373	85	201	140	27	51	79	111	5	1111
118 Keewatin*	.....	.....	.. ..	.....	.....	.....	.....	.....	.....	.....	.. ..	.....
119 Kemptville*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120 Kincardine	173	217	1106	228	484	416	166	151	361	214	188	3531
121 King	54	13	38	58	46	67	.....	1	9	82	.....	314
122 Kingston	222	428	1670	300	280	530	161	210	514	530	230	4853
123 Kingsville	174	10	180	26	50	.....	2	13	33	2	.....	316
124 Lake Charles	50	29	89	24	117	21	3	33	31	19	20	386
125 Lakefield	57	11	70	33	29	69	20	16	54	7	10	319
126 Lancaster*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127 Leamington	125	173	208	60	92	24	27	15	17	102	26	744
128 Lindsay	148	109	860	178	192	168	64	30	259	176	108	2144
129 Lion's Head	85	67	162	125	182	82	23	84	87	91	13	916
130 Listowel	112	81	411	124	50	221	47	45	114	58	18	1169
131 Little Current	125	18	15	26	5	.....	9	17	34	35	.....	159
132 London	120	288	1021	310	945	373	121	195	341	216	198	4008
133 L'Orignal*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
134 Lucan	57	107	615	115	80	197	65	103	102	117	44	1545
135 Lucknow	175	142	330	101	277	162	25	166	97	137	116	1553
136 Manitowaning*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
137 Manitock	54	9	102	37	183	6	9	16	30	29	3	424
138 Markdale	66	84	231	102	184	53	14	29	41	50	64	852
139 Markham	100	181	371	190	235	15	39	32	326	238	....	1627
140 Mayflower*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
141 Meaford	131	223	645	158	253	33	65	66	185	122	69	1819
142 Melbourne	23	29	91	49	46	46	14	29	43	28	11	386
143 Merrickville	108	146	464	198	561	108	41	165	92	112	52	1939
144 Merritton*	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....
145 Metcalfe*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
146 Midland	60	151	423	177	240	.....	43	175	124	252	27	1612
147 Milton	130	419	499	377	593	776	114	141	341	425	119	3804
148 Mitchell	164	157	609	322	488	167	44	107	203	272	29	2398
149 Mono Road	54	77	252	117	342	37	25	158	77	165	10	1260
150 Morrisburg	121	102	478	159	73	119	23	17	62	49	100	1182
151 Mount Forest	160	170	420	208	631	.....	37	92	174	167	22	1921
152 Napanee	261	237	713	230	170	136	75	42	237	600	44	2484
153 Newburgh	105	63	224	162	176	3	25	19	49	104	21	846
154 New Hamburg	75	200	400	50	560	.....	50	20	30	70	20	1400
155 Newmarket	52	52	219	129	106	.....	35	63	63	143	5	815
156 Niagara	63	377	754	503	443	445	188	.....	319	305	50	3384
157 Niagara Falls	238	323	1177	464	366	321	143	82	445	262	71	3654
158 Niagara Falls S.	150	69	212	129	162	130	51	63	90	73	31	1010
159 North Gower	75	6	90	49	50	57	5	25	31	37	15	365
160 Norwich	144	233	960	281	449	156	67	140	144	193	54	2677
161 Norwood	58	76	700	85	80	55	25	70	90	115	24	1320
162 Oakville	126	196	514	179	3	186	82	162	153	289	88	2042

*No Reports.

Mechanics' Institutes for the year ending 30th April, 1893.

	Number of Volumes issued.											Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
111	19	242	27	211	.....	5	3	11	24	.....	542	....	.....
112	120	325	260	360	400	90	350	70	301	40	2316	6	7
113	45	748	212	260	32	21	21	41	298	.....	1678	10	8
114	26	412	137	410	42	.....	47	14	39	.....	1127	1	.....
115	30	591	61	10	69	11	.....	46	42	10	870	8	23
116	17	459	25	76	10	15	15	16	36	8	677	.....	.....
117	20	838	144	537	71	4	24	42	176	.....	1856	.....	.....
118	.....	.....	...	....	.....	.....	.....	.....	.....	...	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	69	3725	162	324	3491	92	81	130	291	40	8405	26	5
121	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
122	70	2712	134	3732	3220	38	40	136	312	98	10492	14	29
123	13	818	47	303	.....	2	41	17	1	.....	1242	14	11
124	55	299	28	257	.....	5	45	38	57	6	790	.....	.....
125	5	160	15	5	120	1	2	8	7	2	325	6	8
126	.....	.....	...	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127	49	789	44	261	21	31	11	22	200	.....	1428	13	4
128	112	1981	120	140	30	20	8	164	176	.....	2751	22	13
129	36	176	55	253	48	.....	118	30	104	.....	820	9	9
130	89	1917	222	59	444	37	28	85	165	....	3046	16	7
131	10	15	10	3	.....	5	10	20	30	.....	103	.....	.....
132	93	3076	212	322	25	38	89	93	476	.....	4424	27	31
133	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
134	34	1339	56	39	61	26	49	22	164	11	1801	.....	.....
135	103	960	140	1129	178	43	855	61	449	.....	3918	7	12
136	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
137	27	100	20	362	16	15	42	30	30	20	662	.....	....
138	49	790	197	710	96	11	32	20	95	.....	2000	5	23
139	38	934	41	453	11	5	5	33	703	.....	2223	.....	.....
140	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
141	56	2484	43	32	10	45	10	51	79	... ..	2810	....	.....
142	78	70	45	23	65	11	25	40	23	.....	380	.....	.....
143	125	3500	150	400	50	50	200	40	200	.....	4715	6	14
144	.....	.....	.....	.....	.....	.....	.....	.....	.....	... .	.....	.....	.....
145	....	.....	.....	.....	.....	.....	.....	.....	.....	... ..	.....	....	.....
146	16	634	181	103	.....	14	79	35	24	1	1087	16	6
147	106	1042	102	1498	80	58	93	89	594	42	3704	20	9
148	49	1330	672	474	196	56	61	100	297	....	3235	10	15
149	184	353	326	1094	111	68	259	126	348	15	2884	.....	.....
150	49	2408	160	202	65	30	23	27	61	... .	3025	18	15
151	80	2255	105	2088	.....	23	78	102	218	.....	4949	3	14
152	124	4844	162	768	286	95	89	215	2369	.....	8952	10	20
153	16	295	172	265	.....	17	6	4	62	.....	837	10	2
154	28	361	4	186	.....	54	.....	18	35	8	694	8	4
155	13	541	165	29	.....	2	117	20	194	.....	1081	....	....
156	52	1165	85	148	45	29	.....	25	53	.....	1602	16	3
157	66	3362	100	175	105	55	12	150	146	.....	4171	12	4
158	57	823	65	328	465	12	39	48	147	5	1989	.....	.....
159	3	319	161	119	263	6	50	34	149	.....	1104	.....	.....
160	34	1615	382	287	441	17	25	48	355	.....	3204	.....	.....
161	3	1040	29	6	7	.. .	24	2	19	7	1137	.. ..	8
162	25	1229	48	259	150	4	39	20	483	9	2266	.....	.....

TABLE B.—Membership, Libraries and Reading Rooms in

Mechanics' Institutes.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.
163 Oil Springs*												
164 Omemee	115	16	54	19	46		10	19	19	7	1	191
165 Orangeville	109	155	685	200	443		68	61	123	169	32	1936
166 Orillia	155	242	821	258	395		74	50	360	346	52	2598
167 Orono	102	14	89	45	160	27	19	50	53	39	4	500
168 Oshawa	153	168	414	330	161	107	39	116	193	206	33	1767
169 Ottawa*												
170 Owen Sound	296	249	1386	387	424	111	98	106	407	226	71	3465
171 Oxford Mills	52	47	126	30	96	10	4	29	19	44		405
172 Paisley	185	251	350	232	305	221	66	264	319	154	39	2201
173 Palmerston	75	100	280	128	122	60	30	75	60	70	75	1000
174 Paris	194	517	1336	605	716	591	244	333	546	503	351	5743
175 Parkhill	109	62	127	130	101	64	40	67	108	48	31	778
176 Parry Sound	133	37	154	63	90	35		22	20	95		516
177 Pembroke	202	12	132	74		89	21	21	53	37	28	467
178 Penetanguishene	144	322	672	322	325	494	52	83	227	299	84	2880
179 Perth	164	301	794	380	818	86	98	8	246	400	26	3157
180 Peterboro'	329	536	1285	457	872	1564	156	241	570	505	365	6551
181 Petrolea*												
182 Pickering	64	38	108	50	85	41	24	16	41	75		478
183 Picton	121	37	121	54		47	10	11	31	30		341
184 Plattsville	114	30	82	25	80	24	7	10	6	17		281
185 Point Edward	90	100	1093	201	406		51	40	205	239	16	2351
186 Port Arthur	52	66	327	109	79	65	25	82	159	35	248	1195
187 Port Carling	52	33	298	66	94	7	10	15	27	56	5	611
188 Port Colborne	33	59	335	80	105		32	35	125	32	40	843
189 Port Elgin	70	278	392	259	439	251	87	73	204	198	51	2232
190 Port Hope	174	394	1285	279	458		59	18	184	302	69	3048
191 Port Perry	125	25	53	24	37				22	26		187
192 Port Rowan	111	57	204	74	82	62	13	20	27	23	14	576
193 Prescott	123	290	1034	244	195	163	97	81	283	453	37	2877
194 Preston	124	547	601	516		800	265		1242	648	128	4747
195 Queensville	100	8	27	14	30			16		12		107
196 Renfrew	162	214	726	287	486	129	83	13	232	100	5	2275
197 Richmond Hill	112	164	274	290	148	442	50	45	154	150	27	1744
198 Ridgetown	147	152	933	176	320	405	97	66	222	146	25	2542
199 Ripley	77	98	229	95	79	121	28	34	148	61	39	932
200 Rodney	62	14	57	22	31	9	15	20	7	13		188
201 Romney	54	27	50	52	35	10	19	60	75	65	12	405
202 Russell	105	38	148	60	59	51	30	16	35	43	96	576
203 Saltfleet	55	1	42	19	34		6		1	1	1	105
204 Sault Ste. Marie	103	49	165	66	139	61	14	39	34	64	25	656
205 Scarboro'	62	290	672	340	305	501	71	425	307	300	65	3276
206 Schrieber	110	23	225	113			18		113		11	503
207 Seaforth	400	364	1284	514	316	276	87	264	458	299	453	4315
208 Shedden	62	30	64	21	71	3		14	12	17		232
209 Shelburne	100	36	348	73	260		14	35	50	21		837
210 Smith's Falls	144	219	630	398	769	197	70	118	494	284	150	3329
211 Southampton	112	166	466	197	498	186	62	49	145	210	167	2146
212 Sparta	106	24	111	39	82	21	12	12	15	21		337
213 Stayner	133	30	196	60	42	27	11	78	24	22	1	491
214 Stouffville	104	165	652	172	290	278	64	203	242	319	72	2457
215 Stratford	285	259	1731	338	338	420	128	83	431	162	147	4037
216 Strathroy	356	270	1362	425	466	373	139	189	354	225	91	3894
217 Streetsville	52	264	675	266	174		266	111	316	184	22	2278

*No Reports.

Mechanics' Institutes for the year ending 30th April, 1893.

	Number of Volumes issued.										Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
163	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
164	17	247	51	174	.....	11	99	33	44	.....	676	15	16
165	20	877	71	198	.....	73	18	41	110	14	1422	14	13
166	70	3185	205	1269	.....	99	20	71	785	.....	5704	19	6
167	60	60	80	220	60	20	100	80	110	5	795	.....	.....
168	73	1792	134	94	67	19	57	49	517	8	2810	29	8
169	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
170	175	9873	365	404	95	125	147	397	410	.....	11991	28	5
171	328	322	144	363	81	41	199	80	392	22	1972	.....	.....
172	162	1256	66	1112	213	45	203	84	374	9	3524	.....	.....
173	85	554	91	129	61	25	36	30	140	.....	1151	.....	6
174	88	3826	113	255	472	44	76	114	219	.....	5207	31	9
175	23	1024	68	143	24	38	54	33	24	8	1439	12	10
176	220	953	482	340	190	57	72	211	585	.....	3110	.....	.....
177	8	459	68	.....	329	9	31	70	163	.....	1137	13	7
178	149	560	231	657	628	87	109	220	330	38	3009	15	13
179	213	3127	365	920	140	90	5	122	1239	11	6232	9	9
180	173	4670	629	967	2115	72	69	333	331	.....	9359	51	15
181	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
182	13	326	54	79	31	18	18	12	128	.....	679	.....	.....
183	.....	.....	.....	904	.....	.....	.....	.....	.....	.....	904	5	11
184	103	875	97	72	67	35	26	13	155	.....	1443	3	8
185	13	2771	65	165	.....	13	5	10	316	1	3359	10	7
186	10	442	203	51	50	1	14	20	44	2	837	11	5
187	6	267	41	117	6	6	12	11	79	7	552	6	8
188	.....	.....	.....	500	.....	.....	.....	.....	.....	.....	500	.....	.....
189	166	1156	332	567	396	16	25	42	214	.....	2944	5	6
190	50	3730	95	65	.....	10	3	11	77	.....	4041	25	14
191	8	47	29	49	.....	.....	.....	7	26	.....	166	1	13
192	112	1060	81	584	126	11	15	35	58	.....	2022	7	10
193	41	1548	26	97	.....	13	36	30	902	3	2696	.....	.....
194	119	1840	139	.....	222	423	.....	26	592	3	3364	24	10
195	6	15	6	20	.....	.....	4	.....	8	.....	59	.....	.....
196	35	1381	53	432	527	26	15	82	143	.....	2694	.....	.....
197	28	794	190	18	157	15	24	26	337	5	1594	13	1
198	57	2316	110	500	860	23	27	187	200	.....	4280	11	19
199	37	409	52	62	117	20	38	70	94	.....	899	4	8
200	9	101	25	25	15	6	9	13	19	.....	222	.....	.....
201	73	193	92	113	19	40	111	89	190	10	930	.....	.....
202	84	576	72	132	48	36	116	20	150	25	1259	19	9
203	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
204	42	625	200	268	81	8	37	54	262	.....	1577	4	8
205	56	705	83	111	561	19	151	77	38	1	1802	.....	.....
206	9	594	78	.....	.....	5	.....	24	.....	50	760	4	12
207	562	8412	632	515	311	215	1957	329	1701	.....	14634	10	14
208	41	165	52	113	.....	.....	6	13	80	.....	470	4	8
209	50	700	40	300	.....	40	50	20	.....	.....	1200	5	6
210	296	4922	363	812	965	214	98	480	1017	.....	9167	18	14
211	75	1642	46	654	17	47	9	49	501	5	3045	.....	.....
212	37	555	150	424	24	49	30	46	115	.....	1430	.....	.....
213	24	647	60	53	64	13	281	7	58	3	1210	.....	.....
214	51	923	246	72	114	29	23	22	512	16	2008	7	13
215	325	7256	215	1900	193	327	43	929	893	.....	12081	17	12
216	80	4011	267	272	981	119	122	98	244	.....	6194	7	17
217	91	427	61	130	.....	79	54	80	85	.....	1007	8	11

TABLE B.—Membership, Libraries and Reading Rooms in

Mechanics' Institutes.	Number of Members.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of volumes.
218 St. George	103	186	1218	319	360	112	53	90	201	291	55	2885
219 St. Helen's	78	35	66	50	55	42	14	42	14	38	10	366
220 St. Mary's	150	340	740	390	.....	971	80	322	558	352	26	3779
221 St. Vincent	51	10	7	6	39	.....	2	12	3	9	.....	88
222 Tara	125	20	265	114	61	10	18	16	90	103	1	698
223 Tavistock	102	82	327	110	296	58	35	88	91	91	2	1180
224 Teeswater	119	163	796	169	138	123	28	50	67	44	.....	1578
225 Thamesford	75	63	210	62	185	22	14	68	50	43	.....	717
226 Thamesville	97	103	677	131	258	98	54	74	137	62	13	1607
227 Thessalon*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
228 Thorndale*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
229 Thornbury	102	15	23	19	79	15	10	20	9	29	10	229
230 Thorold	108	206	1244	376	316	169	49	23	186	863	18	3450
231 Tilbury Centre	104	32	102	49	104	....	22	33	13	20	29	404
232 Tilbury East	69	86	103	100	85	.....	18	37	48	69	.....	546
233 Tilsonburg	106	61	528	62	20	200	41	11	43	54	36	1056
234 Tiverton	102	12	150	41	59	14	23	10	20	6	.....	335
235 Tottenham	51	69	225	79	227	.....	36	38	27	37	29	767
236 Trenton	122	61	408	100	218	85	35	40	105	70	15	1137
237 Tweed	107	17	42	21	55	.....	8	13	13	22	.....	191
238 Underwood	82	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
239 Uxbridge	166	375	1731	405	428	203	92	219	475	338	115	4381
240 Vandorf	107	46	131	101	267	16	17	43	46	159	12	838
241 Victoria	50	66	251	87	230	.....	15	98	74	74	....	895
242 Walkerton	155	65	377	118	318	67	20	.....	109	109	15	1198
243 Wallaceburg*	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
244 Walters Falls*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
245 Wardsville	6	150	272	238	353	.....	134	.....	177	156	100	1580
246 Warkworth	148	29	126	36	26	.....	15	13	10	34	.....	289
247 Waterdown	58	133	327	193	88	224	75	43	103	149	30	1365
248 Waterford	53	30	96	18	97	40	16	20	8	15	1	341
249 Watford	123	86	235	135	327	76	25	44	38	67	22	1055
250 Welland	153	309	1076	262	109	38	103	106	487	168	75	2713
251 Westford	50	17	38	26	54	28	4	24	18	26	1	236
252 Weston	105	113	411	176	282	74	50	74	141	141	47	1509
253 West Toronto Junction	89	54	316	110	244	46	26	53	61	64	46	1020
254 Whitby	100	153	739	232	102	202	37	.....	255	260	30	2010
255 Wiarton	82	83	455	94	426	28	42	103	88	82	.....	1401
256 Williamstown	54	42	149	105	43	23	23	6	39	8	22	460
257 Winchester	52	6	240	35	28	6	14	.....	.....	3	27	359
258 Windermere*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
259 Wingham	136	109	489	116	227	68	48	55	206	246	27	1591
260 Woodbridge	58	65	172	121	167	92	30	52	110	93	134	1036
261 Woodstock	224	493	1248	407	698	.....	81	181	409	402	263	4182
262 Woodville	108	76	168	24	134	.....	4	77	22	69	....	574
263 Wroxeter	71	330	516	423	489	181	67	85	192	177	44	2504
264 Wyoming	104	80	236	86	215	13	13	118	71	111	...	943
Total	27439	30797	103593	39156	55453	28868	11314	16330	37124	34270	10593	367498

*No Reports.

Mechanics' Institutes for the year ending 30th April, 1893.

	Number of Volumes issued.											Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
218	63	1023	170	250	109	27	43	128	273	20	2106	9	6
219	75	255	116	189	84	11	96	15	149	.....	990	10	7
220	220	2250	140	.....	575	50	125	100	560	.....	4020	3	9
221	8	7	6	12	.....	1	9	.....	9	.....	52	.....	.....
222	21	1265	294	215	15	25	39	44	205	.....	2123	11	.....
223	78	721	63	644	44	24	64	87	200	.....	1924	13	7
224	43	2036	64	138	123	28	50	67	44	.....	2593	11	9
225	55	281	98	534	35	13	43	61	34	.....	1154	.....	.....
226	307	3628	214	1494	127	56	191	144	238	4	6403	8	22
227	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
228	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
229	77	87	12	67	60	9	5	17	39	14	387	.....	.....
230	8	1067	19	53	232	3	57	11	47	.....	1497	10	9
231	18	277	35	281	.....	12	20	7	50	4	704	11	8
232	120	492	132	84	.....	12	48	36	264	.....	1188	.....	.....
233	28	1550	14	.....	180	38	.....	15	143	20	1988	6	8
234	22	1005	138	235	10	25	25	21	27	5	1513	.....	.....
235	42	694	72	434	.....	49	32	18	38	.....	1379	.....	.....
236	61	1401	80	65	47	33	80	47	164	.....	1978	8	8
237	14	210	18	137	.....	7	10	2	25	.....	423	5	7
238	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
239	74	2786	220	100	198	33	58	87	168	.....	3724	11	15
240	8	319	195	551	3	5	31	7	215	.....	1334	.....	.....
241	23	325	54	298	.....	3	74	21	76	.....	874	.....	.....
242	41	1229	168	227	4	7	.....	41	154	5	1876	14	11
243	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
244	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
245	4	72	8	60	.....	8	.....	20	11	3	186	.....	.....
246	24	215	33	16	.....	3	11	10	50	.....	362	7	5
247	18	307	55	124	63	12	38	8	155	7	787	5	.....
248	8	140	16	250	60	.....	4	12	30	.....	520	.....	.....
249	32	1236	67	48	.....	9	14	17	33	.....	1456	9	14
250	110	3158	75	38	40	45	39	145	147	.....	3797	11	8
251	10	33	18	33	50	4	42	6	31	1	228	.....	.....
252	38	1558	75	567	21	22	16	73	422	.....	2792	12	11
253	45	952	50	397	96	14	46	31	137	.....	1768	14	11
254	20	1310	60	17	627	2	.....	30	144	.....	2210	7	.....
255	23	840	73	780	18	38	48	34	87	.....	1941	6	6
256	7	291	8	54	.....	8	.....	8	4	2	382	3	12
257	10	1350	25	20	8	22	.....	.....	6	59	1500	.....	.....
258	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
259	128	2060	99	200	113	28	28	110	600	7	3373	11	24
260	83	424	73	763	138	69	102	99	246	54	2051	7	8
261	230	3095	260	890	.....	110	145	190	480	.....	5400	39	9
262	106	1092	98	556	.....	5	251	27	178	.....	2313	10	15
263	111	691	99	75	114	8	5	18	45	.....	1166	.....	.....
264	151	670	47	490	470	7	340	35	140	4	2354	5	.....
	17709	296142	32751	86403	39393	8194	16748	16795	57414	1966	573515	1812	1562

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1892-3.

Mechanics' Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total.
1 Aberarder	10	87	19	46	.....	15	28	38	6	1	250
2 Admaston	4	11	12	6	2	3	2	12	3	.....	55
3 Ailsa Craig*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Alliston	13	61	51	76	7	18	8	3	23	.....	260
5 Almonte	10	25	27	54	.....	12	1	6	25	.....	160
6 Alton	5	119	23	98	.....	7	.....	.....	16	1	269
7 Alvinston*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8 Arkona	7	7	5	26	4	...	.....	20	11	.....	80
9 Arnprior	17	33	6	18	36	2	.....	23	10	.....	145
10 Arthur	1	3	14	.....	13	1	6	13	8	3	62
11 Athens*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12 Atwood	22	37	7	6	.....	.....	4	16	17	.....	109
13 Aurora	.....	104	35	74	8	.....	18	7	34	.....	280
14 Aylmer	4	56	24	49	.....	3	.....	6	8	2	152
15 Ayr	18	45	11	20	.....	3	3	33	20	.....	153
16 Baden	3	47	9	29	21	.....	4	7	11	3	134
17 Barrie	14	69	17	28	9	3	3	21	24	1	189
18 Beamsville	8	39	11	54	.....	8	19	28	12	.....	179
19 Beaverton	5	20	27	.....	.....	2	3	7	10	1	75
20 Beeton	.....	39	2	59	.....	.....	28	6	.....	.....	134
21 Belfountain	11	55	11	51	14	1	6	5	25	14	193
22 Belleville	12	69	28	54	31	1	4	10	16	.....	225
23 Belmont	2	17	19	10	6	3	10	4	.....	.....	71
24 Belwood	5	12	31	20	...	.....	11	4	.....	.....	83
25 Bervie	28	39	35	16	20	8	12	7	10	.....	175
26 Blenheim	2	45	20	37	5	4	12	27	4	30	186
27 Blyth*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28 Bobcaygeon	18	39	11	47	31	4	36	5	36	3	230
29 Bognor	8	30	15	71	6	7	1	8	18	.....	164
30 Bolton	2	28	10	53	.....	4	10	4	20	.....	131
31 Bothwell	7	34	.....	8	1	.....	2	.....	5	.....	57
32 Bowmanville	13	27	14	2	17	1	18	18	31	2	143
33 Bracebridge	1	18	8	.....	26	.....	1	8	5	.....	67
34 Bradford	9	35	65	150	.....	.....	48	15	42	.....	364
35 Brampton	9	60	23	4	.....	.....	.....	11	.....	.....	107
36 Brighton	8	13	4	6	2	2	2	7	9	.....	53
37 Brockville	100	679	49	250	50	56	10	31	75	3	1303
38 Brougham	4	76	24	2	8	.....	2	4	2	.....	122
39 Brussels*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
40 Burk's Falls*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
41 Burlington	13	25	6	6	2	4	7	5	7	1	76
42 Caledon	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	2
43 Caledonia*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
44 Camden East	.....	20	1	37	2	.....	23	3	11	.....	97
45 Campbellford	13	146	8	14	.....	.....	.....	10	37	.....	228
46 Cannington	8	22	17	80	5	1	4	19	34	23	213
47 Cardinal	14	27	11	16	.....	5	.....	15	22	2	112
48 Carleton Place	3	102	7	32	.....	9	1	7	37	10	208
49 Chapleau	.....	3	.....	2	.....	.....	.....	.....	.....	.....	5
50 Chatsworth	10	90	21	60	9	.....	50	20	36	.....	296
51 Cheapside	5	20	5	26	6	3	10	5	10	... ..	90
52 Cheltenham	6	29	10	50	22	5	20	11	14	10	177
53 Chesley	.....	18	6	.....	.....	.....	.....	6	.....	.. ..	30

*None reported.

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1892-3.

Mechanics' Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total.
54 Claremont		43	10	52	5	2	8	5	25	3	153
55 Clarksburg	4	10	17		3	1		2	5		42
56 Claude	35	34	42	34		3	27	22	45		242
57 Clifford	21	35	27	98	7		5	39	29		261
58 Clinton	25	72	19	20	14	3		9	17		179
59 Cobourg	4	43	5	68		1	39	14	28	2	204
60 Colborne	11	47	11	43		2	7	6	8		135
61 Cold Springs	8	26		17	6	9	15	13	16		110
62 Coldstream		51	5	16	6		1	14	10	16	119
63 Collingwood		38	4	15	7	3		18	12	12	109
64 Cornwall	5	37	31	107			22	2	28		232
65 Deseronto	2	66	40	94					28		230
66 Drayton	16	102	16	28		2	70	30	1		265
67 Dresden*											
68 Duart	17	40	36	71	14	3	5	11	36		233
69 Dufferin	3	13	2	4	5		5	3	17		52
70 Dundalk	21	45	16	5		1	12	25	25	14	164
71 Dundas	15	16	27	13	14	16	1	9	2		113
72 Dunnville	19	44	21	121	4	2			27		238
73 Durham	30	40	10		121	21	11	9	18		260
74 Dutton	17	68	38	14	32	20	20	6	26		241
75 Elmira	7	43	23	64	10	6	21	25	33	4	236
76 Elora	3	41	24	16	12	1	1	16	22	260	396
77 Embro	22	67	40	81					13		223
78 Emsdale	8	40	22	23		10	41	19	18		181
79 Ennotville	15	33	25	11	7	1	7	24	3	7	133
80 Erin	6	30	33	36	5	4	11	19	14		158
81 Essex	13	27	13	17			10	3	23	1	107
82 Ethel	3	12	3	54			11	2	12		97
83 Exeter	7	31	2	17	1	7	8	22	9		104
84 Fenelon Falls		147	62	70		2	8	30	27		346
85 Fergus	19	48	21	11	6	3	9	37	28	2	184
86 Flesherton	13	49	48	12	6		9		13		150
87 Floradale	12	27	5	51		4	8	15	4		126
88 Fontbill	1	40	14	35	7		13	35	17	1	163
89 Forest	12	41	32	25	8	7	29	19	15	4	192
90 Forks of the Credit	1	2	25	81			13	22	17		161
91 Fort Erie	9	14	65	11		1	8	7	56		171
92 Galt	14	92	6	25	7		5	14	9	2	174
93 Gananoque	62	269	88	25	5	12	12	27	61	2	563
94 Garden Island		53	8	49		2		42	9		163
95 Georgetown*											
96 Glencoe*											
97 Glenmorris	2	25	14	53	12	1	11	6	6		130
98 Goderich	20	85	21	67	15	12	7	40	24	3	294
99 Gore Bay		118	1		2						121
100 Gorrie		20	5	12			7	1			45
101 Grand Valley	46	37	44	60			36	23	31		277
102 Gravenhurst		195			10			19			224
103 Grimsby	3	52	5	73	17		1	7	8	1	167

*None reported.

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1892-3.

Mechanics' Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total.
104 Hanover*											
105 Harriston	12	36	11	44	2	1	5	16	42	1	170
106 Hastings											
107 Hensall	23	50	42		57	5	5	25	36		243
108 Hespeler	12	48	5	92				2	8		167
109 Highgate*											
110 Highland Creek	6	47	10	33			3	7	57		163
111 Hillsburg	9	43	18	60		8	4	5	10		157
112 Holyrood	8	22	20	30	32	2	17	16	13		160
113 Huntsville	7	52	26	36	2			1	33		157
114 Inglewood	17	57	37	58	3	15	28	23	21	1	260
115 Iroquois	17	40	23	41	10	5	4	25	9		174
116 Islington	8	82	20	9	25	7	9		30	25	215
117 Jarvis	15	59	29	63	12	9	22	30	19		258
118 Keewatin *											
119 Kemptville*											
120 Kincardine	11	80	20	34	2	14	11	37	18	5	232
121 King	13	38	58	46	67		1	9	82		314
122 Kingston	16	90	17	10	20	26	4	11	19	2	215
123 Kingsville	7	78	19	2		2	3	30	2		143
124 Lake Charles	9	24	4	41	21		14	18	12		143
125 Lakefield		8	9		6	17	3	3	1		47
126 Lancaster *											
127 Leamington	9	56	11	11	2	11	2	6	23		131
128 Lindsay	11	40	8	18	14	4		26	12		133
129 Lion's Head	24	37	24	29	14		17	30	27		202
130 Listowel	5	65	36	2	50	4	10	14	13		199
131 Little Current	18	15	26	5		9	17	34	35		159
132 London	9	23	12	60	7			32	13		156
133 L'Orignal *											
134 Lucan	6	49	15		11	2	2	5			90
135 Lucknow	17	51	14	31	43	5	8	31	45	1	246
136 Manitowaning*											
137 Manotick	1	21	4	33	1	1	3	3	3		70
138 Markdale	12	29	14	28	5		1	4	2	39	134
139 Markham	10	48	27	29			8	20	49		191
140 Mayflower *											
141 Meaford	22	62	8	17	1	55	7	24	5	1	202
142 Melbourne	8	3	3	10				9	2		35
143 Merrickville		8	7		13		4			10	42
144 Merritton*											
145 Metcalfe *											
146 Midland	5	28	12	31		4	32	7	46		165
147 Milton	22	21	8	41	66	3	16	19	30	3	229
148 Mitchell	1	17	18	11	11	2	3	1	18		82
149 Mono Road	13	60	31	82		2	24	3	13		228
150 Morrisburgh	36	69	48	23	2	5	1	19	15	40	258
151 Mount Forest	37	44	8	69			1	28	21		208
152 Napanee	1	43	5	39	4	6		12	19	23	152

*None reported.

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1892-3.

Mechanics' Institutes.	Biography.	Fiction.	History.	Miscellaneous	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total.
153 Newburgh	3	8	39	34		4	10		22		120
154 New Hamburg	15		3			3		6		3	30
155 Newmarket		39	20	20				5	13		97
156 Niagara	7	47	21	53	5	1		6	14	2	156
157 Niagara Falls	6	41	48	13	13	7	17	9	11		165
158 Niagara Falls S	15	47	15	14	20	16	7	19	10	3	166
159 North Gower	2	43	26	47	16		11	16	15	10	186
160 Norwich	19	27	15	34	14	3	12	20	19	1	164
161 Norwood*											
162 Oakville	7	58	19	20	17	2	14	10	23	10	180
163 Oil Springs											
164 Omemee	16	54	19	46		10	19	19	7	1	191
165 Orangeville	12	42	11	39	5	8	4	10	17	1	149
166 Orillia	1	66	10	40			1	3	23		144
167 Orono	7	23	3	70	2	5	18	24			152
168 Oshawa	4	41	59	55	1	1	10	14	21		206
169 Ottawa*											
170 Owen Sound	22	127	9	81	4	1	33	85	17		379
171 Oxford Mills	9	40	4	52			17	7	13		142
172 Paisley	12	24	18	27	17	3	24	5	19	2	151
173 Palmerston	3	21	12	30	9	3	24		3		105
174 Paris	14	68	16	33	18	4	7	4	9	3	176
175 Parkhill	2	32	1	5	5	6		2	1		54
176 Parry Sound	13	24		41	1				20		99
177 Pembroke	12	132	74		87	21	21	53	37	28	465
178 Penetanguishene	5	37	14	47	33	2	7	26	14	4	189
179 Perth	8	41	17	19	7	1		20	31		144
180 Peterboro'	12	108	15	24	47	6	8	39	24	35	318
181 Petrolea*											
182 Pickering	21	64	17	20	28	12	9	21	44		236
183 Picton		41			109						150
184 Plattsville	30	82	25	80	24	7	10	6	17		281
185 Point Edward		79	8	15		1		4	26		133
186 Port Arthur	5	116	34	11	4	1	11	23		1	206
187 Port Carling		52	9	27					10		98
188 Port Colborne	7	32	17		10		10	15			91
189 Port Elgin	51	70	31	52	2	2	14	15	23		260
190 Port Hope	22	78	4	36		2		2	14	1	159
191 Port Perry	25	53	24	37				22	26		187
192 Port Rowan	18	56	5	56	28	5	1	9	6	11	195
193 Prescott	3	46	4		3		1	2	1		60
194 Preston	37	61	21	2	47			6	6	10	190
195 Queensville	7	21	10	25			10		10		83
196 Renfrew	8		6	10	12		6				42
197 Richmond Hill	8	34	6		45			23	24		140
198 Ridgetown	1	32	1		50	4	2	7	15		112
199 Ripley	15	34	24	25	32	4	3	47	18	1	203
200 Rodney	11	55	22	24	9	14	17	7	10		169
201 Romney	6	19	17	3	4	14	45	37	22		167
202 Russell	8	24	5	14	8	5	2	3	5	10	84

*None reported.

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1892 3.

Mechanics' Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total.
203 Saltfleet	1	42	19	34	.....	6	.....	1	1	1	105
204 Sault Ste. Marie	22	44	13	53	6	3	5	9	10	25	190
205 Scarboro'	15	42	20	17	34	2	19	5	6	.....	160
206 Schreiber	1	6	10	....	.....	18	.....	11	.....	4	50
207 Seaforth	10	68	42	14	.....	.....	4	9	24	1	172
208 Shedden	13	8	6	3	1	.....	.....	4	5	.....	40
209 Shelburne	2	23	10	41	.....	.....	.....	8	3	.....	87
210 Smith's Falls	.....	77	1	3	.....	.....	.....	4	12	.....	97
211 Southampton	15	106	34	116	11	5	11	41	67	.....	406
212 Sparta	7	75	18	64	2	3	7	5	16	.....	197
213 Stayner	5	22	7	8	2	2	18	.....	6	.....	70
214 Stouffville	19	20	19	87	2	....	30	1	22	.....	200
215 Stratford	21	140	28	10	15	20	1	14	22	.....	271
216 Strathroy	20	34	26	15	4	10	11	12	22	.....	154
217 Streetsville*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
218 St. George	9	64	26	55	3	1	1	24	11	1	195
219 St. Helen's	9	9	11	12	.....	.....	10	.....	3	9	63
220 St. Mary's	4	62	5	.....	64	.....	4	10	43	.....	192
221 St. Vincent	10	7	6	39	.....	2	12	3	9	.....	88
222 Tara	2	88	23	7	....	5	.....	17	28	.....	170
223 Tavistock	10	35	18	60	6	2	23	8	15	.....	177
224 Teeswater	3	45	....	27	3	20	17	32	16	.....	163
225 Thamesford	12	34	20	67	2	1	7	30	9	.....	182
226 Thamesville	11	53	17	26	8	12	4	25	20	.....	176
227 Thessalon*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
228 Thorndale*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
229 Thornbury	15	9	19	14	11	4	20	6	19	10	127
230 Thorold	25	31	15	39	3	5	2	5	15	.....	140
231 Tilbury Centre	4	39	8	26	.....	13	7	6	.....	.....	103
232 Tilbury East	25	30	27	27	8	6	16	17	35	.....	191
233 Tilsonburg	1	50	12	..	19	1	.....	.....	9	.....	92
234 Tiverton	1	83	14	44	.....	5	1	5	5	.....	158
235 Tottenham	2	12	6	18	.....	.....	.....	12	20	...	70
236 Trenton	9	24	.....	25	10	2	5	5	1	.....	81
237 Tweed	1	7	3	10	.....	3	1	.....	8	.....	33
238 Underwood *	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
239 Uxbridge	10	37	14	26	.....	11	23	27	16	.....	164
240 Vandorf	2	6	13	78	4	.....	5	2	30	.....	140
241 Victoria	15	35	13	85	.....	.....	29	16	13	.....	206
242 Walkerton	7	36	7	3	6	.....	.....	9	9	.....	77
243 Wallaceburg *	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
244 Walter's Falls*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
245 Wardsville*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
246 Warkworth	29	126	36	26	.....	15	13	10	34	.....	289
247 Waterdown	6	28	8	.....	2	4	3	7	31	.....	89
248 Waterford	13	66	8	38	10	.....	6	6	5	1	153
249 Watford	26	35	27	108	...	10	.....	5	.....	.....	211
250 Welland	22	43	6	.....	3	.....	5	21	7	.....	107
251 Westford*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
252 Weston	10	43	12	38	3	4	.....	7	42	.....	159
253 West Toronto Junction	29	52	6	72	15	11	.....	3	13	1	202

*None reported.

TABLE C.—Number of Volumes Purchased by Mechanics' Institutes in 1892-3.

Mechanics' Institutes.	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total.
254 Whitby	1	21	2	.....	.....	.....	.....	3	7	2	36
255 Wiarton	14	40	31	27	.....	.....	22	25	41	.....	200
256 Williamstown*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
257 Winchester	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	3
258 Windermere *	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
259 Wingham	25	31	13	44	.....	.....	2	28	44	.....	187
260 Woodbridge	12	28	41	25	.....	5	4	25	2	1	143
261 Woodstock	2	64	4	33	.....	.....	2	20	3	17	145
262 Woodville	38	73	5	63	.....	.....	61	22	46	.....	308
263 Wroxeter	8	55	11	63	6	11	.....	19	23	.....	196
264 Wyoming	11	15	4	33	——	.....	24	5	13	.....	105
Totals	2553	11193	4019	7718	2233	981	2090	3051	3943	805	38586

*None reported.

TABLE D.—Evening Classes in English and Commercial Courses in 1892-3.

Institutes.	Number of Students.	Subjects Taught.					
		English Course.	Commercial Course.			Other Subjects.	
Arkona	16	.....	Book-keeping,	Arithmetic,	Writing.		
Aylmer	57	English and Canadian History, Composition and Grammar..	.....	.....	.....		
Barrie	13	.....	Book-keeping,	Arithmetic,	Writing.		
Belleville	36	Composition and Grammar...	"	"	"	Shorthand, Typewriting	
Belmont	21	" " "	"	"	"		
Brockville	60	.....	"	"	"		
Caledonia	18	.....	"	"	"		
Chatsworth	22	.....	"	"	"		
Clifford	17	.....	"	"	"		
Cornwall	22	.....	"	"	"		
Dundalk	17	.....	"	"	"		
Ethel	19	.....	"	"	"		
Forest	28	English and Canadian History, Composition and Grammar .	"	"	"		
Goderich	15	.....	"	"	"		
Harriston	30	.....	"	"	"		
Hespeler	55	.....	"	"	"		
Huntsville	29	Composition and Grammar...	"	"	"		
Kingston	43	.....	"	"	"		
Kingsville	24	.....	"	"	"		
Leamington	22	.....	"	"	"		
Listowel	13	English and Canadian History, Composition and Grammar..	"	"	"		
Midland	17	.....	"	"	"		
Milton	38	English and Canadian History, Composition and Grammar..	"	"	"		
Mount Forest	12	.....	"	"	"		
Oakville	14	.....	"	"	"		
Oshawa	20	.....	"	"	"		
Palmerston	22	.....	"	"	"		
Parry Sound	21	.....	"	"	"		
Penetanguishene	26	.....	"	"	"		
Preston	39	.....	"	"	"		
Thorold	17	.....	"	"	"		
Trenton	17	Composition and Grammar, Canadian and English History	"	"	"		
Uxbridge	18	.....	"	"	"		
Wiarton	11	.....	"	"	"		
Total	849						

TABLE E.—Evening Classes in Drawing, 1892-3.

Institutes.	Number of Students.	Subjects Taught—Primary Course.
Caledonia	26	Freehand, Geometry, Perspective, Model and Blackboard Drawing.
Durham	19	" " " " "
Elmira	15	" " " " "
Harriston	30	" " " " "
Leamington	4	" " " " "
Milton	40	" " " " "
Owen Sound	70	" " " " "
Shedden	7	" " " " "
Total	211	

ADVANCED COURSE.

Shedden	3	Shading from flat, Outline from round, Shading from round, Drawing from flowers, Ornamental Design.

MECHANICAL COURSE.

Carleton Place	5	Machine Drawing.
Peterborough	23	" "
Owen Sound	8	Advanced Perspective.
Shedden	1	Descriptive Geometry, Industrial Design.
Total	37	

TABLE F.—Receipts, Expenditure, Assets and Liabilities

Free Libraries.	Receipts during the year							Expenditure	
	Balance on hand.	Members' Fees.	Legislative Grant.	Municipal Grant.	Fees from Evening Classes.	Lectures and Entertainments.	Other Sources.	Total.	Rent, Light and Heating.	Salaries.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Berlin	.....	.....	200 00	993 34	....	....	42 00	1235 34	115 49	261 00
2 Brantford	14 50	9 00	200 00	2200 00	.....	....	252 36	2675 86	355 10	650 00
3 Chatham	145 35	.....	200 00	1349 03	.....	....	98 02	1792 40	367 36	530 92
4 Guelph	.....	.....	200 00	1491 07	.....	....	120 55	1811 62	296 31	600 00
5 Hamilton	26 48	391 82	200 00	12374 36	.....	....	447 66	13440 32	844 97	3702 08
6 Ingersoll	144 89	.....	171 60	250 00	.....	....	100 30	666 79	185 37	176 96
7 Simcoe	.....	.....	200 00	430 00	25 00	....	217 97	872 97	113 20	150 00
8 St. Catharines	.....	.....	200 00	1200 00	.....	...	93 68	1493 68	314 15	500 00
9 St. Thomas	31 38	.....	200 00	1900 00	....	....	76 00	2207 38	260 05	400 00
10 Toronto	2045 55	....	200 00	33719 00	.....	...	6587 65	42552 20	3536 91	11759 44
11 Waterloo	75 97	.....	200 00	300 00	.....	....	18 25	594 22	.....	119 96
Total	2484 12	400 82	2171 60	56206 80	25 00	...	8054 44	69342 78	6388 91	18850 36

TABLE G.—Number of Readers, Libraries and Reading Rooms

Free Libraries.	Number of Readers.	Number of Volumes in Libraries.										
		Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total Number of Volumes.
1 Berlin	2119	327	935	445	197	1512	149	90	428	322	362	4767
2 Brantford	2170	906	4634	813	809	851	287	456	1169	618	227	10770
3 Chatham	1417	215	988	314	78	507	117	114	227	285	226	3071
4 Guelph	2744	672	2246	557	927	663	167	293	803	716	383	7427
5 Hamilton	8414	1213	4239	1469	2585	4256	.....	821	2448	1161	....	18192
6 Ingersoll	688	231	708	297	.....	525	56	.....	151	254	33	2255
7 Simcoe	490	400	965	444	157	279	168	125	363	377	147	3425
8 St. Catharines	1923	628	1785	626	918	517	176	373	577	727	146	6473
9 St. Thomas	1151	464	2174	502	922	317	173	365	454	415	95	5881
10 Toronto	35188	3038	16095	2568	8758	3429	1037	1285	4191	2540	32287	75228
11 Waterloo	345	213	1288	363	1770	551	214	103	368	407	62	5339
Total	56649	8307	36057	8398	17121	13407	2544	4025	11179	7822	33968	142828

of Free Libraries for the year ending 30th April, 1893.

	during the Year.								Assets and Liabilities.	
	Books (not fiction).	Books (fiction).	Bookbinding.	Magazines, Newspapers, etc.	Evening Classes.	Lectures and Entertainments.	Miscellaneous.	Balances on hand.	Total.	Assets.	Liabilities.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	346 79	65 58	167 83	141 20	.....	....	137 45	.....	1235 34	6242 82	
2	600 23	477 82	225 40	234 97	.....	....	128 70	3 64	2675 86	10503 64	
3	158 38	79 38	58 14	196 40	.....	....	90 75	311 07	1792 10	3332 49	
4	348 30	147 36	128 80	136 95	.....	....	153 90	.. .. ..	1811 62	9990 00	
5	1988 27	.. ....	518 81	624 44	.....	....	5716 97	44 78	13440 32	64303 02	52297 07
6	122 14	29 05	33 05	64 03	.....	....	56 19	.....	666 79	1900 00	69 23
7	120 73	49 74	.....	84 00	32 50	....	322 80	.....	872 97	6850 00	655 27
8	231 80	37 25	57 90	115 81	.....	....	236 77	.....	1493 68	6935 00	
9	139 43	36 03	61 45	99 35	.....	....	942 44	268 63	2207 38	3440 22	
10	7516 21	.....	1720 68	1848 56	.... ..	....	16160 44	9 96	42552 20	191775 22	61163 92
11	118 28	31 77	68 60	107 90	.....	....	50 78	96 93	594 22	3544 52	
	11690 56	953 98	3040 66	3653 61	32 50	....	23997 19	735 01	69342 78	308816 93	114185 49

in Free Libraries for the year ending 30th April, 1893.

	Number of Volumes Issued.											Reading Rooms.	
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total number of Volumes.	Number of Periodicals.	Number of Newspapers.
1	216	6780	380	183	4028	186	50	379	479	473	13154	43	12
2	531	47989	1010	839	3819	500	511	1315	943	25	57482	43	25
3	624	9340	589	190	368	520	205	345	1135	106	13422	27	19
4	1218	24994	1106	3417	1334	854	875	1996	2537	7547	45878	25	11
5	7805	73842	10470	14233	51121	.....	4378	27716	8645	.....	198210	82	109
6	187	9381	402	....	1893	76	.....	202	1258	.....	13399	22	8
7	85	4399	129	63	86	60	38	138	297	.....	5295	17	9
8	655	22253	1132	700	4805	295	3061	574	3550	1280	38305	24	13
9	400	14590	527	804	866	261	867	334	626	561	19836	22	21
10	7688	227008	9532	99883	13412	4212	4437	23784	11264	30036	431256	520	278
11	41	3450	166	824	920	70	24	92	511	17	6115	30	11
	19450	444026	25443	121136	82652	7034	14446	56875	31245	40045	842352	855	516

TABLE H.—Books purchased for Free Libraries in 1891-2.

Free Libraries.	Number of Volumes Purchased.										
	Biography.	Fiction.	History.	Miscellaneous.	General Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total.
1 Berlin	7	73	11	244	28	23	4	12	26	12	440
2 Brantford	42	520	79	57	27	25	47	102	37	4	940
3 Chatham	20	126	26	20	36	5	1	12	33	1	280
4 Guelph	49	177	19	62	40	23	11	108	74	15	578
5 Hamilton	93	240	140	240	404	....	14	445	101	.....	1677
6 Ingersoll	11	42	19	.....	77	2	.....	23	17	.....	191
7 Simcoe	.....	60	19	42	6	3	1	.. ..	15	1	147
8 St. Catharines	16	106	23	27	40	6	14	13	48	5	298
9 St. Thomas	8	64	14	11	17	5	21	6	7	4	157
10 Toronto	.....	.....	.....	....	5372	.....	.....	.....	.....	.....	5372
11 Waterloo	14	48	12	32	37	13	10	16	37	1	220
Total	260	1456	362	735	6084	105	123	737	395	43	10300

DONATIONS IN BOOKS TO FREE LIBRARIES, 1892-3.

Brantford	$ 3 50
Hamilton	290 00
St. Catharines	10 00
Toronto	147 50
Total	$451 00

TABLE I.—EVENING CLASSES IN FREE LIBRARIES—1892-3.

FREE LIBRARY.	Number of Students.	SUBJECTS TAUGHT. Commercial Course.
Simcoe	17	Book-keeping, Arithmetic, Writing.
Total	17	

III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

It was found necessary to hold two examinations this year, so that the bulk of the pupils' work might be mounted and framed in time for the Columbian Exposition. The first or general examination was held in February, for High Schools, Mechanics Institutes, Ladies College and Art Schools, where pupils were ready for examination; a second examination was held at the end of April as usual for pupils who were anxious to complete their course.

The results of the examinations was most excellent, and enabled the Department to make a grand display at the Exposition of pupils' work representing nearly every branch of Art Education. These are referred to in my special report on the Ontario Educational Court at the World's Fair.

The greatest progress during the year has been made in the Mechanical Course. The Certificates granted have an increase of 30 per cent. over any preceding year and the Teacher's Certificates in this course are equal to fifty per cent. of all that had been granted during the preceding ten years. The excellence of the work in this important branch which includes Machine Drawing, Building Construction and Industrial Designs may be judged of by the number of awards taken for these subjects at the World's Fair.

There is also a very great increase in the number of Certificates given for extra subjects, Painting, Wood Carving, Lithography, etc.

A special Silver Medal was given by the Department this year for Art Needlework and embroidering. Part of the exhibit received an award at the World's Fair. Several silver medals were also given this year for special industrial designs by Messrs. Warrick & Sons, and Copp, Clark Co.

TABLE J.—Certificates Awarded in Primary Art Course.

Year.	Freehand Drawing.	Geometry.	Perspective.	Model Drawing.	Blackboard Drawing.	Teachers' Certificates.	Total.
1882	28	21	17	12	28	.....	106
1883	84	89	58	47	76	.....	354
1884	153	174	139	138	86	66	756
1885	214	529	301	168	198	122	1532
1886	634	672	149	662	414	77	2608
1887	643	1204	428	444	122	103	2944
1888	805	882	520	403	236	133	2979
1889	1002	961	394	470	494	187	3508
1890	1000	1009	290	811	313	130	3553
1891	1085	1569	292	746	422	164	4278
1892	1361	1419	569	1120	720	338	5527
1893	1769	1277	439	876	392	220	4973
Total	8778	9806	3596	5897	3501	1540	33118

TABLE K.—Certificates Awarded in Advanced Art Course.

Year.	Shading from Flat.	Outline from Round.	Shading from Round.	Drawing from Flowers.	Ornamental Design.	Teachers' Certificates.	Total.
1883	5	5	12	18	.....	.....	40
1884	16		12	12	.....	.....	45
1885	33	18	35	29	.....	4	119
1886	35	24	19	48	.....	3	129
1887	59	27	28	25	34	14	187
1888	22	17	39	44	20	9	151
1889	65	36	58	24	25	14	222
1890	62	30	76	43	22	15	248
1891	80	52	67	66	38	23	326
1892	24	32	53	72	37	13	231
1893	58	54	73	62	54	13	314
Total	459	300	472	443	230	108	2012

TABLE L.—Certificates Awarded in Mechanical Drawing Course.

Year.	Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Teachers' Certificates.	Total.
1883	2	3	1	2	3	.....	11
1884	1	1	1	1	1	.....	5
1885	12	32	4	25	12	4	89
1886	14	13	5	28	14	3	77
1887	6	5	12	18	6	2	49
1888	8	7	7	15	11	2	50
1889	13	23	11	20	12	3	82
1890	11	23	5	8	12	2	61
1891	3	31	8	31	28	2	103
1892	17	25	13	38	15	2	110
1893	14	33	10	47	35	10	149
Total	101	196	77	233	149	30	786

TABLE M.—Certificates Awarded for Extra Subjects.

Year.	Drawing from the Antique.	Architectural Designs.	Drawing from Life.	Painting from Life.	Painting, Oil Colors.	Painting, Water Colors.	Sepia.	Monochrome.	Sculpture in Marble.	Modelling in Clay.	Lithography.	China Painting.	Repousse Work.	Wood Carving.	Wood Engraving.	Crayon Portraits.	Total.
1885	.....	.....	.....	.....	9	7	..	..	.....	14	..	..	..	..	.....	.....	30
1886	.....	.....	.....	.....	12	7	..	..	.....	11	..	..	..	7	.....	.....	37
1887	.....	...	7	.....	32	9	..	..	.....	8	..	..	2	2	.....	.....	60
1888	.....	.....	15	12	25	14	13	1	2	10	1	9	2	3	1	.....	108
1889	.....	.....	12	8	16	21	3	2	.....	7	2	6	..	1	3	....	81
1890	.....	.....	7	4	28	18	10	4	.....	7	1	6	..	4	.....	.....	89
1891	.....	.....	4	5	29	26	3	6	.....	5	..	7	..	2	1	.....	88
1892	.....	.....	2	6	21	16	7	1	.....	2	1	3	..	1	....	2	62
1893	11	2	5	9	35	21	7	4	.....	5	1	3	..	2	.....	.....	105
Total	11	2	52	44	207	139	43	18	2	69	6	34	4	22	5	2	660

TABLE N.—CERTIFICATES AWARDED TO ART SCHOOLS—PRIMARY COURSE, 1892-3.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates.
		Freehand.	Geometry.	Perspective.	Model Drawing.	Blackboard.	Total proficiency certificates taken.		
									$ c.
Brockville	106	35	7	1	14	16	73	1	61 00
Hamilton	88	16	21	13	14	17	81	13	68 00
Kingston	34	1	11	4	1	2	19	4	19 00
London	23	3	3	.....	4	8	18	.....	15 00
Ottawa	24	1	.....	.....	3	.....	4	.....	4 00
St. Thomas	24	2	9	5	6	8	30	2	24 00
Toronto	40	10	11	5	10	6	42	2	31 00
Total	339	68	62	28	52	57	267	22	222 00

TABLE O.—CERTIFICATES AWARDED TO ART SCHOOLS—ADVANCED COURSE, 1892-3.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers.	Grant for certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Total proficiency certificates taken.		
									$ c.
Brockville	9	5	5	5	1	.....	16	.....	12 00
Hamilton	85	20	10	13	22	11	76	4	58 00
Kingston	28	2	1	12	.....	2	17	2	17 00
London	24	3	4	5	.....	2	14	.....	14 00
Ottawa	9	2	5	4	4	2	17	2	14 00
St. Thomas	16	3	1	2	1	3	10	.....	9 00
Toronto	41	11	13	3	15	4	46	.....	36 00
Total	212	46	39	44	43	24	196	8	160 00

TABLE P.—CERTIFICATES AWARDED TO ART SCHOOLS—MECHANICAL COURSE, 1892-3.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates.
		Descriptive Geometry.	Machine drawing.	Building construction.	Industrial design.	Advanced perspective.	Total number of proficiency certificates taken.		
									$ c.
Brockville	9	....	.....	.....	1	.....	1	.....	1 00
Hamilton	23	3	5	3	9	4	24	2	16 00
Kingston	15	2	4	2	7	2	17	5	15 00
London	6	.....	.....	.....	2	.....	2	.....	2 00
Ottawa	21	....	.....	1	.....	2	3	...	3 00
St. Thomas	14	5	2	3	...	5	15	.....	14 00
Toronto	12	1	.....	.....	5	1	7	.....	6 00
Total	100	11	11	9	24	14	69	7	57 00

TABLE Q.—CERTIFICATES AWARDED TO ART SCHOOLS—SPECIAL SUBJECTS, 1892-3.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.											Total number of certificates taken.
		Drawing, antique.	Drawing from life.	Painting from life.	Painting, oil colors.	Painting, water colors.	Sepia.	Monochrome.	Modelling in clay.	Wood carving.	Architectural designs	Lithography.	
Brockville	2	....	....	2	....	....	....	....	....	....	....	....	2
Hamilton	38	7	....	....	1	1	7	4	4	2	2	....	28
London	1	....	....	....	....	....	....	....	....	....	....	....	.....
Ottawa	12	1	...	3	....	....	....	....	....	..	....	....	4
St. Thomas	.....	....	....	....	1	....	....	....	....	....	....	....	1
Toronto	20	3	5	4	12	3	....	....	1	....	....	1	29
Total	73	11	5	9	14	4	7	4	5	2	2	1	64

TABLE R.—CERTIFICATES AWARDED TO MECHANICS' INSTITUTES—PRIMARY COURSE.

Mechanics' Institutes.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates.
		Freehand.	Geometry.	Perspective.	Model Drawing.	Blackboard.	Total number of proficiency certificates.		
									$ c.
Caledonia	28	5	9	9	8	7	38	.....	30 00
Cobourg	1	.....	.....	.....	.....	1	1	1	.....
Durham	20	2	2	2	6	.....	12	1	11 00
Elmira	15	6	10	11	13	7	47	4	19 00
Milton	50	8	4	3	6	2	23	2	21 00
Owen Sound	62	26	26	14	15	6	87	5	63 00
Shedden	16	3	2	3	4	.....	12	1	10 00
Total	192	50	53	42	52	23	220	14	154 00

TABLE S.—CERTIFICATES AWARDED TO MECHANICS' INSTITUTES—ADVANCED COURSE.

Institute.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Total number of proficiency certificates.		
									$ c.
Shedden	2	.....	....	1	.....	1	2	.....	2 00
Total	2	.....	.....	1	.....	1	2	.....	2 00

TABLE T.—CERTIFICATES AWARDED TO MECHANICS' INSTITUTES—MECHANICAL COURSE.

Institutes.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates.
		Descriptive geometry.	Machine drawing.	Building construction.	Industrial design.	Advanced perspective.	Total number of proficiency certificates.		
									$ c.
Owen Sound	4	.....	.....	.....	.....	4	4	.....	4 00
Peterborough	23	.....	16	.....	.....	.....	16	.....	16 00
Shedden	1	.....	.....	.....	1	.....	1	.....	1 00
Total	28	.....	16	.....	1	4	21	.....	21 00

TABLE U.—CERTIFICATES AWARDED TO HIGH SCHOOLS, COLLEGES, ETC.—PRIMARY COURSE, 1892-3.

Name.	Number of students for examination.	Number of Proficiency Certificates taken.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Black-board.	Total number of Proficiency Certificates taken.	
Alexandria High School	36	4	12	.....	1	.....	17	.....
Athens " "	76	15	22	5	17	13	72	4
Almonte " "	93	22	23	14	10	10	79	4
Berlin " "	45	21	21	8	8	5	63	3
Belleville " "	189	71	26	17	48	7	169	14
Bellevile, Albert College	15	8	8	4	6	5	31	3
Blenheim Public School	32	9	10	8	10	4	41	.....
Brantford	1	.....	.....	.....	.....	.....	.....	1
Caledonia High School	49	10	8	13	11	7	49	.....
Carleton Place High School	1	.....	.....	1	.....	1	2	1
Cayuga "	36	11	2	1	.....	.....	14	1
Chatham Collegiate Institute	162	41	18	8	21	5	93	4
Cannington Public School	35	14	5	.....	14	3	36	.....
Chesterville "	8	3	.....	.....	3	.....	6	.....
Dresden "	65	14	10	3	8	4	39	.....
Dunnville High School	71	28	27	3	9	8	75	3
Elmira Public School	9	7	7	6	7	4	31	1
Forest High School	77	40	14	.....	15	3	72	.....
Gananoque "	34	11	2	.....	4	2	19	.....
Georgetown "	116	45	34	6	16	1	102	1
Glencoe "	73	22	33	.....	4	5	64	1
Glen Williams Public School	2	1	.....	.....	.....	.....	1	.....
Hamilton Model School	12	11	11	5	5	2	34	2
" Collegiate Institute	311	95	64	29	32	9	229	6
" Ryerson Public School	15	6	4	1	2	2	15	1
Holyrood Public School	5	3	3	.....	2	1	9	.....
Iroquois High School	90	34	24	18	15	10	101	15
Ingersoll Collegiate Institute	47	15	21	2	10	6	54	1
Kincardine High School	53	27	5	2	18	5	57	1
Kemptville High School	87	45	23	4	22	1	95	5
Kingston Public School	66	30	16	1	20	6	73	1
Kirkfield "	2	.....	.....	.....	2	.....	2	.....
Listowel High School	97	48	33	.....	39	2	122	.....
London Collegiate Institute	378	173	101	4	67	31	376	4
Lindsay "	192	45	39	21	14	9	128	3
Leamington Public School	8	8	2	.....	4	1	15	
Morrisburgh Collegiate Institute	136	45	37	17	16	6	121	10
Meaford High School	64	32	33	8	16	10	99	5
Niagara Falls South High School	61	30	11	4	13	12	70	7
" High School	3	1	.....	.....	.....	.....	1	.....
Napanee Collegiate Institute	126	74	30	7	20	7	138	2
Owen Sound "	131	42	37	27	33	19	158	16
Ottawa Normal School	14	6	6	1	7	1	21	2
Orangeville High School	75	27	20	15	19	6	87	10
Oshawa "	94	31	8	1	27	4	71	2
Prescott "	46	14	11	11	6	7	49	6
Port Perry "	34	26	17	6	9	6	64	3
Perth Collegiate Institute	106	41	26	17	9	6	99	2
Ridgetown "	109	37	41	9	2	7	96	7
St. Thomas "	151	42	48	4	23	8	125	5
St. Thomas Alma College	37	10	6	7	10	3	36	5
Simcoe High School	57	14	8	1	3	3	29	.....
Stratford Collegiate Institute	163	61	65	8	16	1	151	.....
South Cavuga Public School	5	2	.....	.....	.....	.....	2	.....
Toronto Collegiate Institute (Jameson Avenue)	48	31	17	1	16	4	69	1
" " (Harbord Street)	14	3	9	2	3	1	18	.....
Toronto (Miss Veals' School)	2	.....	1	.....	.....	.....	1	.....
Tilsonburg High School	32	8	8	1	1	1	19	1
Toronto Junction High School	57	25	21	.....	.....	1	47	.....
Vankleek Hill "	65	20	14	10	22	11	77	

TABLE U.—*Continued.*

Name.	Number of students for examination.	Number of Proficiency Certificates taken.						Number of Teacher's Certificates.
		Freehand.	Geometry.	Perspective.	Model Drawing.	Black-board.	Total number of Proficiency Certificates taken.	
Vienna High School	23	6	3	....	2	1	12	1
Williamston "	12	9	4	.....	1	.....	14	.....
Weston "	34	13	10	2	3	1	29	1
Whitby Collegiate Institute	108	37	20	11	15	8	91	9
Walkerton		.....	.....	.....	.....	1	1	1
Wallaceburg Public School	27	15	8	5	1	.....	29	2
Winchester "	29	11	10	4	11	3	39	1
Whitby Ladies College	13	1	5	6	4	2	18	1
Total	4465	1651	1162	369	772	312	4266	184

TABLE V.—CERTIFICATES AWARDED TO HIGH SCHOOLS, COLLEGES, ETC.—ADVANCED COURSE.

Name.	Number of students for examination.	Number of Proficiency Certificates taken.						Number of Teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design	Total number of Proficiency Certificates.	
Belleville High School	19	.....	1	8	2	8	19	.....
" Albert College	7	2	3	4	2	6	17	1
Dresden Public School	1	.....	.....	.....	.....	1	1	.....
Hamilton Collegiate Institute	1	.....	.....	.....	.....	.....	.....	.....
Iroquois High School	5	.....	.....	.....	1	.....	1	.....
London Collegiate Institute	39	1	.....	4	3	5	13	.....
Ottawa Normal School	5	.....	2	.....	1	2	5	.....
Simcoe High School	4	2	.....	3	2	1	8	.....
St. Thomas Alma College	16	3	5	5	6	4	23	3
Toronto, (Miss Veals' School)	2	2	1	.....	.....	.....	3	.....
Vienna High School	2	.....	.....	.....	1	.....	1	.....
Whitby Collegiate Institute	14	.....	.....	2	.....	1	3	.....
Whitby Ladies College	12	2	3	2	1	1	9	1
Total	127	12	15	28	19	29	103	5

TABLE W.—CERTIFICATES AWARDED TO HIGH SCHOOLS, COLLEGES, ETC.—MECHANICAL COURSE.

Name.	Number of students for examination.	Number of Proficiency Certificates taken.						Number of Teachers' Certificates.
		Descriptive Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Advanced Perspective.	Total number of Proficiency Certificates.	
Almonte High School	4					1	1	
Belleville "	9				4	4	8	
Belleville, Albert College	6				4	1	5	
Blenheim Public School	9				1		1	
Dresden "	1	1				1	2	
Hamilton Collegiate Institute	31				1	1	2	
Iroquois High School	2		1		1	1	3	1
London Collegiate Institute	27	1	2	1	4	2	10	2
Napanee "	2							
Prescott High School	1	1	1			1	3	
Simcoe "	2				1		1	
St. Thomas, Alma College	4				4		4	
Toronto Collegiate Institute (Harbord Street)	2				1		1	
Vienna High School	2		1			1	2	
Whitby Collegiate Institute	5					2	2	
Whitby Ladies College	6		1		1	2	4	
Total	113	3	6	1	22	17	49	3

TABLE X.—CERTIFICATES AWARDED TO LADIES COLLEGES, ETC.—EXTRA SUBJECTS, 1892-3.

Name.	Number of students for examination.	Painting, Oil Colors.	Painting, Water Colors.	China Painting.	Total number of certificates.
Belleville, Albert College	8	6	2		8
London, Academy of Painting	2	1			1
Simcoe High School	6	2	1		3
St. Thomas, Alma College	15	6	7	3	16
Toronto, Miss Veals' School	3	1	3		4
Whitby Ladies College	9	5	4		9
Total	43	21	17	3	41

The total number of examination papers sent out this year was as follows :

Primary Course.		
Freehand	3,787	
Geometry	2,959	
Perspective	2,375	
Model Drawing	3,261	
Blackboard Drawing	3,332	
		15,714
Advanced Course.		
Shading, flat	221	
Outline, round	166	
Shading, round	225	
Flower drawing	220	
Ornamental design	165	
Competition for gold medal	13	
		1,010
Mechanical Course.		
Descriptive geometry	53	
Machine drawing	82	
Building construction	54	
Industrial design	184	
Advanced perspective	74	
		447
Total		17,171.

The following medals and special certificates were awarded for the year ending 30th April, 1893 :

Gold Medal.

Presented by the Minister of Education for Advanced Course :—Industrial designs and drawing from the antique, John Gordon, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best industrial designs (Art Schools) Wm. Loudon, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best industrial designs (High Schools and Collegiate Institutes), Elsie Lawler, Whitby Collegiate Institute.

Silver Medal and Certificate.

Presented by the Minister of Education for the best two original designs (Normal and Model Schools), Thomasina Black, Normal School, Ottawa.

Silver Medal and Certificate.

Presented by the Minister of Education for the two best original designs (Public Schools), May Youngson, Kingston Public School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best collection of birds, David Arnott, London Collegiate Institute.

Silver Medal and Certificate.

Presented by the Minister of Education for the best collection of art needle-work, St. Thomas Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the highest number of marks in the Mechanical Course, Chas. Houseman, London Collegiate Institute.

Silver Medal and Certificate.

Presented by the Minister of Education for the best specimen of machine drawing from models, Cecil W. Littlehales, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original drawings in building construction or architecture, John A. Gillard, Hamilton Art School.

Bronze Medals.

For the best painting from life, Ethel Hagerman, Brockville Art School.
For the best drawing from life, Sibbald Winterbottom, Toronto Art School.
For the best specimen of china painting, Annie M. Barr, Alma College, St. Thomas.
For the best specimen of wood carving, Amy Bernard, Hamilton Art School.
For the best specimen of lithography, Silas Prouting, Toronto Art School.
For the best specimen of modelling in clay, Jenny Redman, Hamilton Art School.
For the highest number of marks in Primary Drawing Course (Art Schools), R. Bain, Toronto Art School.
For the highest number of marks in Primary Drawing Course (Mechanics' Institutes), John Berwick, Owen Sound Mechanics' Institute
For the highest number of marks in Primary Drawing Course (Normal and Model Schools), T. D. Henderson, Ottawa Normal School.
For the highest number of marks in Primary Drawing Course (High Schools and Collegiate Institutes), H. E. Collier, Napanee Collegiate Institute.
For the highest number of marks in Primary Drawing Course (Public Schools), Alberta Werner, Elmira Public School.

Medals Presented by Messrs. Copp Clark & Co., Toronto.

Silver Medal for design for cover of drawing book (Public Schools), May Youngson, Kingston.
Silver Medal for design for cover of box "Parcheesi" (High Schools and Collegiate Institutes), Gertrude Burton, Simcoe.

Medals Presented by Messrs. Warwick & Sons, Toronto.

Silver Medal for design for cover of exercise book, in two colors (Art Schools), Edith M. Wrenshall, Kingston.
Silver Medal for design for note book, in two colors (Art Schools), Edith M. Wrenshall, Kingston.
Silver Medal for design for cover of scribbling book (Public Schools), May Wormouth, Kingston.
Silver Medal for design for cover of exercise book (High Schools and Collegiate Institutes), Lorenzo Watters, London Collegiate Institute.
Silver Medal for design for a writing tablet cover, to be called "The Maple Leaf Tablet" (Ladies' Colleges), Carlotta Beattie, Alma College, St. Thomas.

Teachers' Primary Art Certificates (Full Course.)

Continued from page 250 Annual Report, 1892.

Name.	Address.
Males.	
Abraham, Herbert	Whitby.
Addison, Gerald	"
Adams, Allan	"
Ainley, Charles	Almonte.
Ainley, Lawrence	"
Alexander, Harry	Hamilton.
Allan, Charles	Whitby.
Bain, R.	Toronto.
Batty, Jas.	Owen Sound.
Berwick, John	"
Bloor, Walter	Ingersoll.
Bogart, Milton	Chatham.
Bouck, Lorne	Iroquois.
Bowrin, P.	Carleton Place.
Boyd, O.	Morrisburgh.
Broderick, Tindall	Owen Sound.
Brooks, Clarence	Niagara Falls S.
Brown, Wm. J.	Tilsonburg.
Burgess, Herbert	Wallaceburg.
Burns, Wm. H.	Oshawa.
Byrens, John M.	Hamilton.
Campbell, Walter	St. Thomas.
Campbell, Alex	Cayuga.
Casselman, Simon	Iroquois.
Calvert, F.	Lindsay.
Chadwick, Richard	Durham.
Clancy, James	Wallaceburg.
Clark, E. S	Meaford.
Cockburn, Thos	Hamilton.
Collier, H. E	Napanee.
Collinson, Jas. G.	Owen Sound.
Conklin, Frank	Iroquois.
Cottrel George	Milton.
Cummings, Geo	Kingston.
Dillon, Wm	Iroquois.
Dodds, Isaac	Almonte.
Doherty, Albert	Orangeville.
Downey, M	Lindsay.
Duff, Walter R.	Hamilton.
Edmunds, Jas. W	St. Thomas.
Elliott, Preston	Morrisburgh.
English, Wm. H.	Iroquois.
Farewell, Norman	Oshawa.
Farrah, J. P.	Shedden.
Ferguson, Donald	Owen Sound.
Fraser, John	Kemptville.
Frost, Harold	Owen Sound.
Garbutt, Fred	Weston.
Garbutt, Wm	Owen Sound.
Gibson, Ernest	Athens.
Godfrey, John	Meaford.
Gordon, Hugh	Owen Sound.
Grout, Edward.	Vankleek Hill.
Haines, Ed.	Owen Sound.
Hall, Wm.	"
Halliday, Fred	Whitby.
Handsfield, Fred. H	Brantford.
Harker, George	Kingston.
Harper, Ed.	Owen Sound.
Harper, Jacob	Morrisburgh.
Harrison, Harold	Niagara Falls S.
Hartman, Geo.	Meaford.
Henderson, Jas. B.	Glencoe.
Hillier, Wm. Max	Niagara Falls S.
Hogarth, Henry	Whitby.
Houseman, Charles	London.
Howell, Frank	Owen Sound.
Huston, Charles	Kincardine.
Jolley, Geo. H	Owen Sound.
Jones, Carroll	Prescott.
Keeler, Walter	Prescott.
Keepe, Wm	Iroquois.
Kennedy, Harvey	Chatham.
Laird, Elwin	Orangeville.
Lavis, Wm. C.	Morrisburgh.
Lewis, Jameson	Ridgetown.
Littlehales, Cecil W.	Hamilton.
Lloyd, Fred	Ridgetown.
Locke, Fred	Iroquois.
Lyle, Herbert	Morrisburgh.
Madill, Henry	Whitby.
Marlowe, Fred	Port Perry.
Marlton, Jas	Toronto.
Maltice, Wm. C.	Ridgetown.
Meighen, Chas	Perth.
Mitchell, John G.	Hamilton.
Mogk, Emil.	Elmira.
Moore, Chas	Owen Sound.
Morrison, Geo.	Vankleek Hill.
Munroe, Eddie	Iroquois.
Munro, Wesley	Winchester.
Murray, John	Kemptville.
McAdam, Fred	Vankleek Hill.
McCurdy, Richard H.	Ottawa.
McDiarmid, Colin	Kemptville.
McGee, Chas	"
McKenzie, Jno	St. Thomas.
McKittrick, Franklin	Orangeville.
McLenhan, John A	Owen Sound.
McMillan, Alexander	Orangeville.
McNicol, John	Prescott.
Neil, Robert	Orangeville.
Newton, Samuel	"
Nicol, Alex.	Owen Sound.
Petch, R. A.	Meaford.
Quance, Edgar	London.
Robertson, Hugh	Owen Sound.
Robinson, Fred. M	Hamilton.
Ross, James	Owen Sound.
Ruthven, Wm.	Ridgetown.
Sifton, Eugene	London.
Silverwood, H. E.	Lindsay.
Sinclair, Norman	Whitby.

Teachers' Primary Art Certificate (Full Course).

Name.	Address.	Name.	Address.
Males.		**Females.**	
Smeaton, James	Niagara Falls S.	Hartley, E	Milton.
Smith, Colon	Bothwell.	Hawkins, S	Belleville.
Southam, Wm	Hamilton.	Hennessy, Etta G	Hamilton.
Stewart, Robt	Whitby.	Henzy, Jennie A	Belleville.
Still, Arthur	Orangeville.	Hindson, Hilda	Dunnville.
Strong, Wm	Hamilton.		
Stubbs, Wm	Meaford.	Ireland, Mrs. Kate	Hamilton.
Summerby, Wm. L	Vankleek Hill.		
		Jackson, Marguerite E	"
Thompson, Herbert	Iroquois.	Jenner, Lydia	Chatham.
Todd, Harry	Owen Sound.	Jones, Edna	Kingston.
Van Allan, Harry	Morrisburgh.	King, Emma	Port Perry.
Ward, Albert	Ridgetown.	Leitch, Alice	Shedden.
Ward, Alonzo	"	Lendon, Nellie E	Hamilton.
Weagant, Geo	Morrisburgh.	Locke, Laura	Iroquois.
Wegg, Herbert	St. Thomas.	Low, Grace	Almonte.
Wilcox, Ed	Owen Sound.	Lowe, Barbara	Hamilton.
Wilson, Geo	Niagara Falls S.		
Windson, Nelson	St. Thomas.	Macallister, Silla	Iroquois.
Winger, R	Elmira.	Marshall, Jennie	"
Woelfle, Oscar	Berlin.	Montgomery, Maggie J	Whitby.
Wright, Norman	London.	Moore, B	Toronto.
		Moore, Carrie	Iroquois.
Females.		Moore, Katie	Owen Sound.
Ainslie, Annie	Hamilton.	McArthur, Edith	Hamilton.
Anderson, Maggie	Orangeville.	McBride, Emily	Port Perry.
Arnold, Ethel	Athens.	McClatchie, F	Belleville.
		McClive, Fanny	Niagara Falls S.
Baine, Alice Rose	Hamilton.	McCue, Anastasia	Orangeville.
Barber, Ida M	Cobourg.	McDonald, N	Kingston.
Barr, Annie G	St. Thomas.	McDonnell, Mabel	Hamilton.
Barr, Annie M	St. Thomas.	McIntosh, P	Iroquois.
Barry, Kittie	Morrisburgh.	McKenney, Annie	Belleville.
Beckwith, Louisa	St. Thomas.	McKeown, Elsie	Iroquois.
Bonar, E. M	Belleville.	McMurray, Mary	Belleville.
Bowman, Lena A	Hamilton.	McNeilly, Jeanetta	Hamilton.
Brow, Clara	Belleville.		
Brown, Lilian	"	Peck, Hattie	Belleville.
Bruce, Jessie	"	Philps, Laura	"
Buell, Laura	Athens.	Price, Gertie	"
Burgess, Annie	Vienna.	Proctor, Mary	St. Thomas.
Casselman, Emma	Morrisburgh.	Rous, Helen	Belleville.
Coates, Fanny	Prescott.	Rowland, Minnie	Walkerton.
Corby, Alice	Belleville.		
		Scott, Lula	Dunnville.
Davis, Mamie	Prescott.	Simpson, Edith	Berlin.
Doctor, Phelinda	Belleville.	Stiff, Louisa	Hamilton.
Dunke, Carrie	Elmira.	Stirkle, Emma	Berlin.
Fitch, A	Niagara Fall S.	Taylor, Grace	Dunnville.
		Tedford, Ethel	Ridgetown.
Galey, Maggie	Belleville.	Thomson, Maggie	Hamilton.
Garrett, Minnie	Kingston.	Tuck, Kate	Orangeville.
Greenhill, Eva	Prescott.		
Glass, Edith	Chatham.	Ullyott Lillie	Elmira.
Grenfell, Lizzie	Athens.		
		Van Allen, Jennie	Morrisburgh.
Hagerman, Ethel	Brockville.		
Hambly, Selinda	St. Thomas.	Walker, Lena	Belleville.
Hamilton, Maggie	Ottawa.	Werner, Alberta	Elmira.
Hanna, Winnie	Kemptville.	Williams, Gertie	Georgetown.
Hart, Isobel	Perth.	Woodcock, Laura	Napanee.

TEACHERS' FULL CERTIFICATES—ADVANCED COURSE.

Beattie, Carlotta B., St. Thomas.
Beckwith, Louise, St. Thomas.
Baker, Ellen Esther, Kingston.
Cullen, Minnie, St. Thomas.
Duff, Walter K., Hamilton.
Fosbery, Ernest A., Ottawa.
Newton, Otto E., Kingston.
Living, Marion, Ottawa.
Luston, Eda N., Hamilton.
Montgomery, Maggie J., Whitby.
McArthur, Edith, Hamilton.
McIlroy, Carrie, Hamilton.
McRae, Jessie, Belleville.

TEACHERS' FULL CERTIFICATES—MECHANICAL COURSE.

Baker, Ellen Esther, Kingston.
Baker, Henry S., Kingston.
Baker, Wm. C., Kingston.
Forward, Edwin A., Iroquois.
Gibson, Elizabeth, London.
Gillard, John A., Hamilton.
Houseman, Chas., London.
Littlehales, Cecil W., Hamilton.
Wrenshall, Annie S., Kingston.
Wrenshall, Hattie E., Kingston.

EXTRACT FROM THE REPORT OF THE BROCKVILLE ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1893.

The season of 1892-3 opened on Tuesday, 11th October, 1892, the evening classes being under the charge of Mr. Robert Lindsay, who has been principal for three years successively; the day classes in painting, etc., were again instructed by Miss Celia Kearns, teacher of the previous year.

Our school having had the honor last year of gaining the gold medal presented by the Minister of Education for the advanced course in Industrial Designs and Drawing from antique, Dr. May visited Brockville and publicly made the presentation in Victoria Hall to the successful student, Miss Carrie Vanalstine, at the same time presenting certificates to the other successful students.

The Directors took advantage of this visit to hold an exhibit of the pupils' work in conjunction with an Art Loan Exhibition. It was kept open for three days, and was very successful in every way.

It was pointed out to us that it would be advantageous to the school if ladies were appointed on our Board. This was made apparent very shortly after the election of the new Board, as the four lady members elected proved to be the most valuable members on the Board, having called personally on the citizens, giving information regarding the school, its work, requirements, etc., with the result that a large increase in the membership was made during the season.

The number of students who enrolled during the year was 106; the number who sat for the early examination in February being 77, and it is pleasing to note that at this examination 67 certificates were gained by successful students.

A selection of work by advanced pupils was sent to the Education Department in February for exhibition at the World's Fair.

The school was kept open until the end of April, when the examinations for advanced students were held. The total number of certificates taken was as follows:—Primary Course, 73 Proficiency; 1 teachers certificate; Advanced Course, 16 certificates; Mechanical Course, 1 certificate; Extra Subjects, 2 certificates. We regret that the

new Brockville Carriage Company started too late in the season for the employees to attend the school, but we understand it is the intention of many to attend next winter. The new Provincial Asylum now in course of erection is likewise bringing many additional young artizans to our town, and we look forward to another successful year.

The number of lessons given in the several classes was as follows :—

Freehand drawing	63
Model drawing	50
Memory drawing	45
Practical geometry	35
Linear perspective	35
Industrial and ornamental design	25
Drawing from casts	50

Before closing this report, we take pleasure in mentioning that Miss Margaret M. Stewart, a pupil of last year, who has since been attending the Philadelphia School of Design for Women, has gained the Hortsman fellowship. This honor has previously been taken only by fourth year students of that school, and Miss Stewart advises us that she is largely indebted for the honor to the training received at Brockville Art School.

TREASURER'S STATEMENT.

Receipts.

From fees and subscriptions	$ 85 00
For certificates	70 00
Government grant	400 00
	$555 00

Expenditure.

Carpenter work, drawing materials and sundries	$ 49 58
Rent	100 00
Examination charges	12 00
Express charges	1 30
Janitor's salary	17 75
Gas account	29 70
Advertising	14 60
Postage	1 07
Instructor's salaries	330 00
	$555 00

NEIL McLEAN,
President.

Brockville, April, 1893.

Extract from the Report of the Hamilton Art School for the Year Ending 30th June, 1893.

The school year commenced the first week in September, 1892, with the annual exhibition of the previous year's work, the distribution of medals, prizes, certificates, etc., and the annual meeting of members, when the following Directors were elected :—W. A. Robinson, President ; Rev. S. Lyle, B.D., Vice-President ; Hugh Murray, Hon. Secretary-Treasurer ; Hon. J. M. Gibson, Hon. W. E. Sanford, Wm. Marshall, F. E. Kilvert, A. T. Wood, R. Fuller, Adam Brown, P. C. Blaicher (Mayor of Hamilton), and Alex. Turner (Chairman of Board of Education), the two latter being ex-officio members.

In our last annual report we advocated the supplementing of local Art school exhibitions by work from other competing schools, and this Board is so fully convinced of the value derivable that we again suggest to the Department the advisability of holding such exhibitions, and also that the Department should exhibit officially samples of each section of art study for which certificates are granted, showing the maximum and minimum of excellence required to obtain certificates.

The classes resumed work on 15th September, and were held daily, morning, afternoon and evening till 30th April, when all classes closed, and the day and Saturday classes only continued till 30th June.

The teaching staff were Mr. S John Ireland, principal ; Mr. Robert A. Lyall, Miss Eola N. Luxton, Miss Emeline Armitage, Miss Lena Bowman, and Mrs. Evans, attendant and registrar.

It is a pleasing feature to be able to report that students continue to come from a distance to attend this school. One lady came from Halifax, Nova Scotia, and others from towns nearer home. Nearly every student who entered did so with a specific object, either to qualify to teach or to use drawing, designing, modelling, etc., in some business enterprise.

During the past year students have been attending the day classes in increased numbers for architecture, engineering and designing, and it is found that at the end of two years they can be classed as first-class draughtsmen.

The Vacation Sketching Club continues to do good work.

The number of individual students enrolled during the year was 198 (91 males and 107 females), and as many of whom attended two or three classes the school registers show a better attendance during the week than this.

The summary of the results of the late Provincial examination is as follows :

Gold Medal, John S. Gordon.

Silver Medal, for architectural design, John A. Gilkard.

Silver Medal, for machine drawing from measurements, Cecil W. Littlehales.

Bronze Medal, for modelling in clay, Jenny Redman.

Bronze Medal, for wood carving, Amy Bernard.

13 students completed their teachers certificates for the Primary Course.

4 students completed their teacher's certificates for the Advanced Course.

2 completed their teacher's certificates for the Mechanical Course, and the following number of proficiency certificates were awarded :

Primary Course.—81 proficiency certificates.

Advanced Course.—76 proficiency certificates.

Mechanical Course.—24 proficiency certificates.

Extra Subjects.—1 wood carving, 2 architectural drawing, 3 machine drawing from measurements, 6 drawing from the antique, 7 sepia from casts, 4 oil monochrome, 2 designs for ceilings, 1 water color painting, 1 modelling in clay, 1 painting (oil color).

In addition to the Departmental awards, the citizens of Hamilton gave two gold and two silver medals, and $83.00 in money as a prize fund, to be competed for by students of this school only. This fund was divided so as to encourage 34 sections of art study.

Four free scholarships were given to the two best boys and girls, respectively, in the ninth grades of the City Public Schools, two being paid for by the Board of Education and two by this Board.

The equipment of the school has been added to during the year to meet the demand of the increased attendance.

The report of the Treasurer is as follows:—

Receipts.

Brought forward from year '91-2	$ 14 52
Students' fees and rent of students' lockers	1,448 40
Annual members' fees	157 00
Annual grant from city	300 00
Annual grant from Provincial Government	400 00
Grant from Provincial Government for certificates, '92	185 00
Subscriptions to local prize fund	116 00
One year's rent, Hamilton Association	138 00
Bank interest	81 94
From guarantee fund	160 97
Balance	34 48
	$3,036 31

Expenditure.

Hamilton Public Library Board, rent 1 year till 1st Sept.	$ 400 00
Salaries, principal and four assistants	2,060 37
Electric lighting	108 00
Amount expended for equipment	142 58
Advertising, printing and stationery	152 26
Telephone	18 25
Cost of natural flowers and hiring living models	18 85
Cost of medals and prizes	116 00
Examiner's fee, 1893	20 00
	$3,036 31

W. A. ROBINSON,
President.

HUGH MURRAY,
Hon. Sec.-Treas.

Hamilton, June, 1893.

EXTRACT FROM THE REPORT OF THE KINGSTON ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1893.

The Kingston Art School re-opened for the session 1892-93 on the 10th of October, 1892. The attendance was not, I regret to have to say, equal to that of the preceding year. There was a marked falling off in the numbers at the evening classes, a fact which may be accounted for by the depression which has lately existed in manufacturing industries. It is well known that in some of the manufacturing establishments of Kingston, notably the locomotive works, business has been very dull during the past winter, and many of the employees have had to find employment elsewhere.

The pupils attending the evening classes consist principally of mechanics, carpenters, machinists, painters, etc.

Thirty-six (36) pupils attended the afternoon drawing classes, and seventeen (17) attended the classes for oil and water color painting.

The progress of the pupils, as evidenced by the results of the departmental examinations, has been very satisfactory. As in previous years, however, difficulty has been experienced in inducing pupils to attend the examinations, otherwise, I am convinced, the school would have appeared to much better advantage.

The number of certificates received has been:

In Primary Course.—Four complete certificates and 19 proficiency certificates.
In Advanced Course.—Two complete certificates and 17 proficiency certificates.
In Mechanical Course.—Five complete certificates and 17 proficiency certificates.
Two silver medals were also received for industrial designs.
Appended is a statement of the receipts and expenditure.

Receipts.

To balance on hand	$ 7 01
" School fees	266 84
" Government grant	453 00
	$726 85

Expenditure.

By paid rent and heating	$135 00
" Examiners fees	11 30
" Printing, advertising, etc	27 85
" Paid salaries	550 00
By balance	2 70
	$726 85

RICHARD T. WALKEM,
President.

Kingston, June, 1893.

EXTRACT FROM THE REPORT OF THE LONDON ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1893.

The following ladies and gentlemen compose the Board of Directors: F. E. Leonard, Esq., President; Talbot Macbeth, Esq., Vice-President; Mrs. Smallman, Mrs. Macbeth, Mrs. Chas. Leonard, Mrs. Wm. Hyman, Mrs. E. A. Cleghorn, Jas. Griffiths, Esq., R.C.A., Colonel Lewis, W. R. Meredith, M.P.P., Wm. Bowman, Esq, Ven. Dean Innis, James Cowan, Esq, W. R. Hobbs, Esq., John Cameron, Esq., Fred Henry, Esq., C. E.

The number of pupils attending the evening classes during the year being 87; in addition, day classes have been conducted by the Principal, John H. Griffiths, for the study of oil and water color and china painting, etc., and have been attended by 104 pupils, making a total for the year of 191, being an increase of 12 over last year. The curriculum of studies, as required by you, have been strictly carried out. At the request of the Minister of Education, I had the pleasure of sending to Toronto a large quantity of studies for selection for the Chicago Exhibition, and am delighted to find that the Department has done us the honor of selecting the whole of the wood carving, models in clay and china paintings, besides specimens of oil and water color paintings, etchings, crayon drawings, etc. With respect to the financial statement, I have the honor of submitting, I am pleased to say, that with the closest economy, we have been able to keep the expenditure within the income.

All of which is respectfully submitted by

Your obedient servant.
JOHN H. GRIFFITHS,
Secretary-Treasurer.

TREASURER'S STATEMENT.

Cr.

By balance on hand	$ 3 85
" Government grant	400 00
" " Certificates	27 00
" Fees from pupils	136 25
" Interest from Huron & Erie Society	6 04
	$573 14

Dr.

To rent of rooms for one year	$275 00
" Salaries and examinations	247 75
" Advertising, printing, stationery, etc	58 80
" Gas account for one year	34 15
" Fuel	20 80
" Insurance	7 50
" Cleaning school, modelling clay, packing-cases, etc	24 75
Balance	4 39
	$573 14

J. S. DEWAR,
Auditor.

London, 30th April, 1893.

EXTRACT FROM THE REPORT OF THE OTTAWA ART SCHOOL FOR THE YEAR ENDING 30TH APRIL, 1893.

The Association now consists of 35 life members (donors of $50 and over) and 31 ordinary members (subscribers of $5), making a total of 66.

Its affairs are managed by a Board of Directors, composed as follows:

Honorary President.—Lieut.-Col. Allan Gilmour.
President.—Alex. MacLean, Esq.
First Vice-President.—Rev. Dr. Herridge.
Second Vice-President.—McLeod Stewart, Esq.
Treasurer.—F. Gourdeau, Esq.
Secretary.—Achille Fréchette, Esq.
Council.—Messrs. Wm. Campbell, F. S. Checkley, J. Christie, F. A. Dixon, J. P. Featherstone, A. W. Fleck, Lieut.-Col. T. D. Irwin, J. Johnson, S. McLaughlin, G. L. Orme, C. B. Powell, P. E. Prud'homme, Wm. Scott, L. F. Taylor, J. W. H. Watts.

The teaching staff of our last (fourteenth) session consisted of two teachers receiving a fixed salary, viz.: Mr. Franklin Brownell (pupil of Bougnereau and Bonnat and an exhibitor in the Paris Salon), head master and teacher of life, nude and draped, oil and water color painting, and drawing from the antique; and Mr. Fennings Taylor (certificated by the Ontario Government), teacher of design, freehand, architectural and mechanical drawing, geometry and perspective; also of Miss Barrett, instructress in art needlework, who is paid by the fees from the pupils of her class. I may add that Miss Barrett has been appointed to take charge of the Dominion exhibit of ladies' work at the Columbian World's Fair. We have been informed that some of Miss Barrett's pupils are creditably conducting similar classes in other Art Schools of the Province. This Association earnestly concur in the sentiment uttered by the Chairman of the St. Thomas Art School, when he expressed, in his report of April 30th, 1892, the hope that the Government may be pleased to give some encouragement to this branch of work by a special grant, in view as well of its industrial feature as of its refining influence in fostering the taste for the beautiful in the home.

The session opened on November 1st, 1892, and closed on April 30th, 1893.

Classes were held for 8½ hours on Tuesdays and Saturdays, for 8 hours on Mondays and Fridays, for 5½ hours on Thursdays, and for 5 hours on Wednesdays, an average of 7¼ hours a day for six months of the session.

In order to extend the usefulness of the School to persons whose occupations would not permit them to attend at the regular hours, new classes were established, which, it is hoped, will become popular. One of these was open from 3.45 to 6.15 p.m. on Mondays, Wednesdays and Fridays. The other, formed at the suggestion of the Superintendent of the Art Schools and Mechanics' Institutes, was open to teachers and pupils of the City Schools, on their weekly holidays, from 10 to 1.

The fees charged were as follows:

Advanced Course—per month	$5 00	Less one-fourth to Members.
Elementary " "	2 50	
Teachers and pupils class—per month	1 00	
Industrial Course—per month	1 00	
Art Needle Work "	1 50	

The total number of pupils was 112, attending the different classes as follows:

Perspective	14	Antique Drawing	20
Geometry	7	Still Life	8
Machine Drawing	5	Draped Life	8
Architectural Drawing	9	Art Needle Work	26
Design	8	Wood Carving	1
Freehand Drawing	49	Painting in oil colors	2
Model Drawing	29	Painting in water colors	2
Drawing from the flat	5	Pen and ink	2

The following trades and occupations are represented on the list of the students: Civil servants, teachers, physicians, draughtsmen, engravers, students, lithographers, engineers, marble cutters, stone cutters, machinists, carpenters and school pupils.

The session was held in the Victoria Chambers' Studio and other rooms in the same building, which is very centrally located at the corner of Wellington and O'Connor streets. The rooms are well adapted to the purposes of the School, and afford the pupils every necessary convenience.

Treasurer's Statement.

Receipts.

Interest	$ 80 00
Fees from pupils	463 90
Donations and subscriptions	204 00
Academy grant	150 00
Government grant	411 00
Overdraft	90 28
	$1,399 18

Expenditure.

Salaries	$930 00
Rent and light	315 40
Printing, stationery, etc	76 00
Models	41 80
Examiners' fees	13 90
Sundries	22 08
	$1,399 18

ACHILLE FRECHETTE,
Secretary.

Ottawa, April, 1893.

REPORT OF THE ST. THOMAS ART SCHOOL FOR THE YEAR ENDING 30TH OF APRIL, 1893.

The Fall Term opened on the 15th of September, 1892, and closed on the 30th of December, 1892. The Spring Term opened on the 3rd of January and closed on the 30th of April, 1893.

During the above terms a total of seventy-eight (78) students attended the school.

The school has been open for instruction three nights each week during each term, under the instruction of Mr. R. H. Whale, who holds full Provincial Certificates, assisted by Miss Susie McKay, who holds full Provincial Certificates, and Mr. Alfred Miller, who holds full Primary Certificate and some in advanced course.

The school is now fairly equipped, but a few models of steam machinery would be of use, and these, it is hoped, will shortly be supplied.

The number of students who wrote at the last examination was twenty-seven, and fifty-six certificates were awarded—twenty-five certificates in the Senior Course and thirty-one certificates in the Primary Course; of the twenty-five certificates awarded in the Senior Course, fifteen were given in the mechanical branches.

We have much pleasure in recording that a silver medal for proficiency in Art Needlework was awarded our school. This class has made considerable progress, and the work of many of the students is deserving of great praise for its beauty and artistic finish. A very handsome and interesting collection of Art Needlework was arranged by the instructress of the school, Mrs. Kenly, for the Government Exhibit to the World's Fair in Chicago, and has received favorable notice.

Under the above circumstances the Board respectfully ask the Department to encourage the teaching of Art Needlework by means of an additional grant.

The receipts and disbursements on behalf of the school during the past year are set forth in the schedule annexed hereto, and shew the total disbursements to have been $1,262.24.

Efforts are now being made to secure the erection of a commodious and handsome building for the use of the Free Library and Art School, which will afford to the school larger and better accommodation with better light and easier of access than the present accommodation affords. The board is full of hope that these efforts will be successful and that the City of St. Thomas will soon possess a Free Library and Art School building of which they will be proud.

Our principal, Mr. R. H. Whale, has left for England to take the examinations at the Kensington Art School, and will proceed thence to Paris to perfect his studies in painting under some of the French masters.

Arrangements have been made for Mr. John R. Peel, of London, to take charge of the school during the absence of Mr. Whale.

The board look to the future of the school with pleasure. A large increase in the attendance is confidently expected next term in particular amongst those taking the mechanical courses.

I hereby certify that the evening classes in drawing, consisting of seventy-two lessons, each of two hours, were conducted at the St. Thomas Art School during the session ending 30th of April, 1893, and that the persons named in the annexed reports attended as specified therein, and that the total number of students attending the Art School and taking the different subjects was seventy-eight (78).

ROBERT H. WHALE,

Teacher,

TREASURER'S STATEMENT.

Receipts.

Students' fees	$ 95 85
Government grant	400 00
Certificates	64 00
From Free Library Board	702 39
	$1,262 24

Expenditure.

Rent	$90 00
Gas	33 14
Fuel	22 00
Salaries	879 50
Janitor	112 50
Supplies	9 30
Sundries	115 80
	$1,262 24

ROBERT A. MACKAY,
Chairman.

St. Thomas, April, 1893.

EXTRACT FROM THE REPORT OF THE TORONTO ART SCHOOL FOR THE YEAR ENDING 30TH SEPT., 1893.

At the annual meeting the following officers were elected for the ensuing year:

Hon. G. W. Allan, President.
R. Y. Ellis, Vice-President and Treasurer.
William Revell, Secretary.
Directors.—J. P. Murray, M. Matthews, S. M. Jones, Wm. Stone, W. B. Rogers, E. Burke, W. H. Elliott.
An Advisory Committee of eight was also elected to assist the directors

The session opened on October 5th, 1892, and closed on the 5th of the present month, comprising three terms of thirty lessons each. Each session has been an advance upon the former, and the one just closed has been a marked success.

The number of students enrolled has been 125, an increase of 20 upon the numbers of the session of 1891-2. The success, however, has been not only in increased numbers, but in the sustained interest of the classes, as is evidenced in the fact that the terms composing the session were each larger than the one preceding; the closing term, usually the smallest, being the largest. This is chiefly attributable to the ability and enthusiasm of the teachers on the staff.

The directors have also much satisfaction in noticing that their desire to make the evening classes popular with those whose business demands a knowledge of art is being in a measure accomplished. These classes have been largely attended, and an analysis of the register shows that they are composed of school teachers, students, lithographers, glass-stainers, decorators, designers, carvers in wood and stone, cabinet-makers, jewellers, painters, engravers, stenographers, plumbers, printers and clerks.

Life classes have been commenced, towards the expenses of which the Royal Canadian Academy has donated the sum of $100.

The lectures and entertainments of the Ontario Society of Artists have been open to all students of the school and their friends.

Reference was made in the report a year ago to the stimulating effect of the action of Mr. J. P. Murray, President of the Toronto Carpet Manufacturing Company, in offering a prize of $25 for the best practical design of an ingrain carpet. The council is pleased to be able to report that this prize, and an additional one of $25 for the best emblematic design for a carpet, has been awarded to two students during the present session. This has been productive of good, not only to the extent of securing the prizes, but several other designs have been purchased by this enterprising and patriotic firm from another student in our classes. The directors are desirous of hearing from other manufacturers of art products, with a view of promoting home designs for home manufacture.

The directors, feeling the necessity of placing the school upon a firm basis, have adopted the rule, that honorary members shall in future be those who subscribe not less than $1 per annum. This opens the way for well-wishers of the school to show their sympathy in a very practical manner.

It is respectfully claimed that this institution has already done much and deserves much at the hands of art lovers and those who desire to see developed amongst us useful trained art workers, and who wish to foster a taste for home refinement. The directors are anxious to make the coming year one of decided advancement in every particular, and they look with confidence for the support of every honorary member.

Treasurer's Financial Statement.

Receipts.

Cash in hand from 1891-2	$ 30 03
City grant, 1892	500 00
Government grant, 1892	400 00
" " for certificates, 1892	88 00
Ontario Society of Artists, old A. S. deposit	77 08
Fees from students	1,112 35
Subscriptions	287 00
Royal Canadian Academy grant	100 00
Mr. Murray's prize	50 00
	$2,644 46

Expenditure.

Salaries	$1,612 50
Rent, 1892	400 00
Printing and advertising	66 55
Light	42 52
Models	78 20
Prizes	50 00
Sundries	64 99
Cash in bank	315 08
Cash in hand	14 62
	$2,644 46

WILLIAM REVELL,
Hon. Secretary.

Toronto, April, 1893.

Extract from the Report of the Ontario Society of Artists for the Year Ending 31st May, 1893.

Officers elected at the annual meeting held May 9th :

Hon. President.—Hon. G. W. Allan.

President.—M. Matthews.

Vice-President.—F. M. Bell-Smith.

Secretary.—Robt. F. Gagen.

Auditor.—Jas. Smith.

Executive Council.—Robt. F. Gagen, C. M. Manly, W. Revell, T. M. Martin, A. E. Atkinson, W. Reford, J. W. L. Forster.

Taking into account the general state of industrial and commercial affairs, both here and the world over, the year just closed cannot be considered a discouraging one. At its beginning the scant results of the preceding season rendered some pertinacity necessary to face the future with confidence. Before closing the Exhibition of 1892, however, the sales of pictures considerably exceeded those of any season for several years past, including that of 1891. This aspect of affairs seemed to sustain and strengthen the faith of members of the profession in the immediate future of the Society, and induced several able and promising artists to apply for admission to the ranks during the year. Our active membership roll is not visibly longer than at the date of last year's report, but as many names have been expunged for good and sufficient reasons, and have been replaced by others of such merit and importance as results in a very decided accession of strength. This has been clearly shown by the quantity and quality of the work placed on exhibition at the Toronto Industrial, the World's Fair in Chicago and the regular Spring Exhibition here.

We have to mourn the irreparable loss by death, at an early age, of that brilliant young artist, Paul Peel, which occurred in Paris last summer. It may be said, indeed, that this is not only a local but a national bereavement, when we take into account the sanguine hopes so generally entertained of the achievements to be expected of his matured powers.

At the Toronto Industrial Exhibition the credit of the Society was fully sustained, a matter of importance when we consider the popular and crowded character of that gathering, on which occasion the hearty thanks of the representatives of the Industrial Association were expressed to the Ontario Society of Artists. It should be remembered that this exhibition furnishes probably the best opportunity within our reach to do something towards popularizing art by bringing directly before the great body of the people of this Province the works of its ingenious artists, a course which, if persevered in, can scarcely fail to increase the general interest in our profession and its pursuits.

In order to facilitate the collecting of works to represent Canada, and especially Ontario, in the great World's Fair in the City of Chicago, an exhibition was held in our gallery in December last, to which all artists in the country, whether on our roll or not, were invited to send, and a generally satisfactory collection was the result, enabling the Canadian Committee of selection to choose a great number of the pictures for the desirable galleries allotted to Canada. The pictures were exhibited freely to the public here for four weeks and were visited by large numbers of people.

Availing ourselves of a grant from the Royal Canadian Academy, a weekly life class has been held and very generally attended by the Toronto resident members with considerable advantage and an evident improvement in their drawing of the figure, as well as affording a frequent opportunity of meeting to exchange ideas.

ROBERT F. GAGEN,
Secretary.

Treasurer's Statement.

Receipts.

Balance	$1,616 01
Government grant	500 00
Members' fees	425 00
Industrial Exhibition, net	419 51
Art School, rent	400 00
Art Gallery	23 84
Commission on picture sales	72 50
	$3,456 86

Expenditure.

General Expenses:		
Rent, J. E. Thompson	$900 00	
Secretary's salary	200 00	
Insurance	49 50	
Printing, stationery and advertising	54 00	
Entertainment Committee	50 00	
Sundries	112 58	
		$1,366 08
Loss on annual exhibition		230 19
Balance		1,860 59
		$3,456 86

Statement of Assets and Liabilities.

Assets.

Cash on deposit and in hand:	
Home Savings and Loan Co.	$1,130 81
Dominion Bank	465 75
Cash in hands of Secretary	26 40
D. C. Downes	20 54
Members, for fees	621 16
Art School	300 00
	$2,564 66

Liabilities.

Due to members	$200 73
Art Union	303 46
Art Union prizes	199 88
Assets in excess of liabilities	1,860 59
	$2,564 66

JAMES SMITH,
Auditor.

Toronto, May, 1893.

IV. SCIENTIFIC INSTITUTIONS.

Extract from the Report of the Canadian Institute for the Year Ending 30th April, 1893.

The Session which has closed compares favorably with past years, in the number of papers read, the attendance at the meetings, and the interest taken by members in the work of the Institute.

Twenty-four ordinary meetings were held at which thirty-four papers were read.

The membership has increased by the election of 25 members, 16 Associate members and 5 Juniors.

One Honorary member and four Corresponding members have been elected, the periods of election of the latter ranging from three to five years.

The Institute announces with much regret the death of several valued members, including Sir Daniel Wilson, President of Toronto University, an honored member during his long and valued life, who rendered marked assistance to the Institute, and occupied the presidential chair in 1859 60, 1860-1, 1878-1880.

The Centennial Celebration of the formation of the Province of Upper Canada, and the institution of Parliamentary Government, was celebrated with great enthusiasm at Niagara on the 16th of July. The institute was well represented.

Action was taken by the Council to secure some commemoration of the crossing of the Atlantic by the first steamer, in 1833. Dr. Sandford Fleming has proven conclusively that the Canadian Steamer "Royal William" was the first to steam all the way across. The Government will probably erect a tablet in Quebec to commemorate the event. A model of the vessel is being exhibited at The World's Columbian Exposition, Chicago, Ill., and public documents relating to the crossing distributed to the public.

A joint Committee of the Institute and Astronomical and Physical Society has prepared a circular to be sent to all the Observatories and Astronomers, asking their opinions regarding a change in time reckoning, whereby the Astronomical and Civil day shall begin at mean midnight, and suggesting that the change shall be inaugurated in 1901.

The Institute was requested by the several Provincial Universities and McGill, Montreal, to send an invitation to the British Association for the Advancement of Science to hold its meeting in 1895 in Toronto. The proposal was favorably received by the Provincial Government. The Dominion Government did not entertain the proposal on the basis set forth in our petition; negotiations are still pending which it is hoped may terminate favorably.

The Institute again acknowledges its indebtedness to the generosity of the Ontario Government in enabling it to continue its Archæological work.

Papers read During the Session, 1892-93.

"The Physiology of the Lips in Speech," A. Hamilton, M.A., M.D.

"The Social Organization of the Blackfoot Indians," John McLean, M.A., Ph.D.

"A Contribution to Canadian Mineralogy," by Herbert R. Wood, M.A.

"The Brain as the Organ of the Mind," Daniel Clarke, M.D.

"A New Reading of the Buddhist Inscriptions of India," Rev. Prof. Campbell, LL.D.

"The Planet Jupiter and his Satellites," by Andrew Elvins.

"British Immigration into Upper Canada, 1825-1837," and "Site of the Mission of Ste. Marie on the Wye, Its Possessors and Present Condition," by A. F. Hunter, M.A., Barrie.

"Ocean Steamship Navigation," "Early Steamboats," "Postage Stamps," by Sandford Fleming, LL.D., C.M.G.

"The Journal of Captain Walter Butler in a Voyage along the North Shore of Lake Ontario, from the 8th to the 16th of March, 1779," Captain Ernest Cruikshank, Fort Erie.

"Algonquins of the Georgian Bay—Assikinack, a Warrior of the Odahwas," J. C. Hamilton, LL.B.

"Lessons from the Teachings and Times of Cicero," Edward Meek.

"The Great Fires of St. Johns, Newfoundland, from 1816," Rev. Philip Tocque, A.M.

"Hindrances to American Art," W. A. Sherwood.

"New Trails in the Rockies, from the Saskatchewan to the Arthabaska," Prof. A. P. Coleman, Ph. D.

"The Abolition of the Astronomical Day," "A Memorable Epoch in Canadian History," "Canadian Historical Pictures," by Sandford Fleming, LL.D., C.M.G.

"The Breaking of the Conduit," Levi J. Clark.

"Traders and Trade Routes in Canada, 1760-1800," Captain Ernest Cruikshank, Fort Erie.

"The Satellites of Jupiter," two papers, Andrew Elvins.

"The Child Problem," A. M. Rosebrugh, M.D.

"Artists—Their Educational Privileges and Professional Rights," J. W. L. Forster.

"Electro Horticulture," Alan Macdougall, C.E.

"Danger Menacing our Pear Orchards from an Invasion of Psylla Pyricola," two papers, D. W. Beadle, M.A., LL.B.

"The Laurentian Region of Ontario," W. Houston, M.A.

"The Present Aspect of the Ossianic Controversy," Rev. Neil MacNish, B.D., LL.D., read by Dr. Kennedy.

"Arctic Life," Prof. Macallum, Ph. D.

"Road Improvement," Alan Macdougall, C.E.

"The Outlook from Mount McKay," Arthur Harvey.

Historical Section.

The Historical Section held six meetings at which the following papers were read.

"The Georgian Bay ; Its Geographical position and Historical Interests," by Mr. J. C. Hamilton.

"The Birthplace of Columbus ; Claims of Calvi," Mr. Arthur Harvey.

"La Salle in Canada and Texas," W. Canniff, M.D.

"The Allanites and the Pilgrims, religious sects formerly in Canada," A. F. Chamberlain, Ph. D.

Biological Section.

During the Session of 1892-3 the Section has held fourteen meetings, and ten papers have been read as follows :

Recent changes in the Birds of Manitoba	Ernest E. Thompson.
Haunts and Habits of Sea-Birds	D. W. Stark.
Snakes in Captivity	J. B. Williams.
The Reason we Sleep	Arthur Harvey.
Plants I have known	James Noble.
The Protection given by the Danaoidae to other Butterflies	E. V. Rippon.
Notes on Game Birds of Toronto, about 1850	John Maughan.
Feathers under the Microscope	G. G. Pursey.
Taxidermy as an Art (Part IV)	J. Maughan, Jr.
The Osteology of Birds	R. Ramsay Wright, M.A., B.S.

Three very successful Field days were held in the summer. The first, on May the 28th, to Hoggs Hollow, was attended by about seventy members and friends of the Institute.

The second was to Victoria Park on June 25th, when the Section offered two copies of "Gray's Manual of Botany" for the best collection of plants made during the afternoon.

The third, on July 30th, was to Lorne Park, and two copies of "French's Butterflies of the Eastern States" were offered for the best collection of Lepidoptera and Coleoptera made during the afternoon.

During the year 22 Birds, 107 Bird skins, 1700 Canadian Insects, 9 Miscellaneous Zoological Species and a collection of Plants have been added to the Museum.

Geological and Mining Sections.

Five papers have been read during the Session.

1. "Some Problems in the Building of the Rockies," by Prof. A. P. Coleman, Ph. D.

2. "The Ontario Exhibit of Minerals at the World's Fair." by Professor Coleman.

3 and 4. "The Charcoal Iron Smelting Furnaces of Quebec," by Messrs. W. Hamilton Merritt and Archibald Blue.

5. "Notes on the History of the Amalgamation Process," by Mr. R. Dewar.

LIBRARY STATISTICS FROM APRIL 1st, 1892, to APRIL 1st, 1893.

Periodicals subscribed for	31
Separate Nos. received	838
Books and periodicals taken from the library and reading-room	1,731
Number of societies, individuals, and periodicals to which the publications of the Institute are sent free or in exchange	530
Donations	235

TREASURER'S STATEMENT.

Receipts.

Balance in Imperial Bank	$700 80
Cash in hand	9 41
Annual subscriptions	747 33
Rent	5 00
Government Grant	1,000 00
Periodicals sold	20 39
Extra copies of transactions and special papers	98 57
Interest on deposits	22 86
Donations	606 00
	$3,210 36

Expenditure.

Salaries	$474 00
Printing, stationery, etc	1,092 54
Repairs, house-cleaning, etc	209 17
Gas, water, fuel, etc	206 33
Periodicals, etc	57 55
Bookbinding	220 00
Interest	200 00
Sundries	8 20
Balance in bank to building fund	700 00
" " ordinary account	27 00
Cash in hand	15 57
	$3,210 36

ASSETS AND LIABILITIES.

Assets

Building and ground	$18,000 00
Library	6,000 00
Specimens	6,000 00
Personal property	1,000 00
Building fund—cash in bank	700 00
	$31,700 00

Liabilities.

Mortgage due, 1896	$4,000 00
Balance in favor of the Institute	27,700 00
	$31,700 00

ARCHÆOLOGICAL FUND.

Receipts.

Government Grant	$1,000 00
	$1,000 00

Expenditure.

Balance due treasurer	$7 63
Specimens purchased	256 66
Model of Fort	25 00
Curator's travelling expenses	39 78
" salary	400 00
Balance in bank appropriated for specimens	270 93
	$1,000 00

E. B. LEFROY, JOHN G. RIDOUT, } Auditors.

TORONTO, April, 1893.

EXTRACT FROM THE REPORT OF THE HAMILTON ASSOCIATION FOR THE YEAR ENDING 30TH APRIL, 1893.

During the past year the Association has held twelve general meetings, at which the average attendance has been fifty-one; and at all times a warm interest has been manifested by the members in the work of the Association.

During the twelve months just past, eleven ordinary members have been admitted to the Association, and at this time the membership, active and honorary, is in the neighborhood of 180.

At the general meetings of the Association, the following papers were read and discussed :

"The Aim and Work of the Association," A. Alexander, F.S. Sc., London.
"The Possibilities of Fiction," W. Sandford Evans.
"Zone Life of Ferns," Prof. W. P. Wright.

"Biological Notes," Wm. Yates.
"Southern California," Rev. Wm Ormiston, D.D , LL D.
"Revised Spelling," James Ferres.
"Ballads and Ballad Literature," H. B. Witton.
"The Flora of the Niagara Peninsula, West of Hamilton," Prof. John Macoun.
"The Golden Mean in Wealth," S. B. Sinclair, B A.
"Studies in Sociology," R. T. Lancefield.
"Insects Injurious to Fruit," L. Woolverton, M.A.
"Fads," T. W. Reynolds, M.D.

Biological Section.

Thirteen meetings were held during the year, and in addition considerable individual work has been done by the members of the section. A number of additions have been made to the herbarium of wild plants found in the neighbourhood of Hamilton, and the fact has been revealed that a large amount of wild life is still to be found in Ontario.

Mr. Wm. Yates, of Hatchley, a corresponding member of the Association, has favored the section with a series of valuable and interesting biological notes which are worthy of preservation, and will be published in the annual proceedings of the Association.

J. B. Turner, B.A., contributed a paper on "The Ornithorhynchus Paradoxis." or duck-billed Platypus of Australia, a specimen of which the Association is fortunate enough to have in its Museum.

A. Alexander, F.S. Sc. (Lon.), favored the section with a sketch of his summer trip up the Tyrolese Alps, giving special reference to the botany of the district.

A systematic visitation to our adjacent botanical grounds has been planned for the approaching season.

Philological Section.

Seven meetings of this section have been held during the year, at which papers were read as follows :

"Graduation in Vowel Sounds," W. Connor, B.A.
"Words," Rev. J. H. Long. M.A., LL.D.
"Philological Notes," A. W. Stratton, B.A.
"The Origin and Development of our Alphabetical Characters," W. McD. Logan, B.A.

Philological discussions occupied several evenings of the session.

Philosophical Section.

There have been seven meetings of this section during the past year, at which the following papers were read and discussed :

"Apperception," S B. Sinclair, B.A.
"Some Thoughts on Liberty and Laws," John Holiday, M.A.
"Socrates, and the Socratic Schools," S. A. Morgan, B.A.
"Aristotle as an Educator," Mrs Newcombe.
"The Science of Economics," J. T. Barnard.

Geological Section.

This section has held ten meetings during the year, at which the following papers were contributed by the chairman of the section, Col. C. C. Grant :

"Notes on our Local Building Stone."
"Notes (Geological) on the Field Day of the Hamilton Association at Grimsby."
"Notes on our Local Building Stone"—Part II.
"Notes, Antiquarian and Geological"—No. III.
"Notes on the Aulocopina of Dr. Billings."

"Notes on some New Fossil Organisms."
"Notes on Receptaculites."
"Annelid, Burrows, Trails, Fucoids, etc."—No. IV.
"The Deficiencies in our Museum."

Attention is directed to the prepared sections of fossil sponges of the neighborhood which have been added to the Museum. These will enable the general observer to more easily determine the species from the revealed skeletal structure.

A large number of interesting specimens have been added to the geological department of the Museum by the section.

Photographic Section.

A great deal of good work has been done by this section during the past year, and the section has contributed to the general good of the Association in developing an artistic instinct among its members. Outings have been periodically held, and as a result several exhibitions of work have been given during the session.

Practical instruction has been given by Mr. Robert Moodie in the preparation and making of lantern slides; and Mr. T. H. Wilkinson, artist, read an interesting and instructive paper on "Viewing Art in Nature" during the session. Photographic specimens have been exchanged with the Toronto and Montreal Camera Clubs.

Treasurer's Statement.

Receipts.

Balance from 1892	$255 65	
Government grant	400 00	
Engravings sold	5 00	
Members' subscriptions	188 00	
		$848 65

Expenditure.

Rent	$148 00	
Gas	17 45	
Printing, postage, stationery	391 80	
Sundry expenses and caretaking	130 83	
Balance	160 57	
		848 65

C. R. McCullough,
Secretary.

Hamilton, May, 1893.

Extract from the Report of L'Institut Canadien-Francais de la Cité D'Ottawa for the Year Ending the 30th April, 1893

After the disastrous fire of 1886, which destroyed the magnificent building owned by the "Institut" which had been erected at a cost of over $20,000, the Board had to secure the first available quarters in order that the society might continue to disseminate among its members the knowledge of literature in all its branches.

Last autumn an appeal was made to our fellow-citizens of Ottawa, and it was nobly responded to, not only by our French fellow-citizens, but by a large number of other nationalities; the result was even better than anticipated and we were enabled to secure quarters twice as large as those we had been previously occupying.

The Institut has now a large lecture hall, capable of seating 400 people, lighted by electricity, which is unequalled in size to any private lecture room of the kind in the city.

We have also a large reading room, fine library and spacious Board meeting room, and are now in a position to offer to our members a literary home of which they will be justly proud, as we are also enabled to show to your government that we are utilizing to the best advantage of our fellew-citizens the yearly grant which is so generously given to us.

Every branch of our institution is showing marked improvement; the financial position is satisfactory, the attendance is good, the interest by our population in our work is alive and hearty and the prospects before us are very bright and encouraging.

The annual course of lectures have been well attended.

The lectures were as follows :—

Causerie Militaire	Lieutenant Chartrand.
La Nouvelle Angleterre	Benjamin Sulte.
L'Enfant	Dr. S. Lachapelle.
Paris à vol d'oiseau	Dr. Valade.
Le Nord Ouest	Hon. A. A. C. LaRivière, M.P.
Madame de Pompadour	Hon. Jos. Tassé, Senator
Hypnotisme et Spiritisme	Rev. P. Filliâtre, O.M.I.
L'alimentation	Dr. L. C. Prévost.
Les moeurs des Germains	Joseph Vincent.
Clôture	The President.

It had been our intention to continue this year the course of lectures on chemistry inaugurated two years ago, but the quarters we occupied having been in the hands of the workmen since the month of January up to the present time, we were unable to carry out our desire.

The total number of members has remained about the same, but we have had to mourn the loss of one of our former presidents, Mr. Stanislas Drapeau, who carried our society through its darkest days, after the fire of 1886 and who, untiring in his efforts has deserved from us the kindest remembrance and the sincerest gratitude.

The reading room has been well attended during the year, and it is our intention to supply to our members in addition to the 45 papers now received, some of the best reviews published in England, France and the United States.

The reading room and the library are opened daily from 1, p.m. to 11, p.m., and it has been our aim to add to our already extensive collection. We have received numerous reports from sister societies in Europe and America, and also the Government reports published each year at Ottawa by the different Departments.

The Museum has received an appreciable increase during the year, several coins and medals, and specimens in mineralogy having been secured.

Treasurer's Statement.

Receipts.

April 30th, 1892—Balance on hand	$ 18 40
Government yearly grant	400 00
Lectures, concerts and entertainments	481 80
Membership and sundry receipts	371 70
Receipts from fair	1,600 62
	$2,872 52

Expenditure.

Sundry expenses	$ 106 36
Rent	288 65
Janitor	250 00
Heating and lighting	211 14
Concerts, lectures, etc	296 63
Construction	150 00
Balance on hand	1,569 74
	$2,872 52

EXTRACT FROM THE REPORT OF THE OTTAWA LITERARY AND SCIENTIFIC SOCIETY FOR THE YEAR ENDING 30TH APRIL, 1893.

President	Mr. W. D. LeSueur, B.A.
1st Vice-President	Mr. H. B Small.
2nd Vice-President	Mr. Anthony McGill.
Secretary	Mr. F. K. Bennetts.
Treasurer	Mr. W. J. Barrett.
Librarian	Mr. Jas. Ballantyne.
Curator	Mr. W. F. Boardman.
Members of the Council	Messrs. O. J. Joliffe, R. E. Gemmill and Dr. R. W. Ells.

The year just ended may be considered to have been a prosperous one. All debts have been paid and the Society started on the new year with a balance of $106.75 to its credit.

The total number of members in good standing is about 210. 25 new members were added.

The total number of books actually in possession of the Society is 2,307. Compared with the number in the possession of the Society last year 2,202, this is an increase of 105. The total number of books added during the year was 139. The total number of books taken out was 1,997, viz. :—

History and Biography	59
Travels and Adventures	57
Fiction	1,616
Poetry	13
Metaphysics, Essays and General Literature	78
Theology	0
Geology, Mineralogy and Geography	4
Chemistry, Natural History and Botany	11
Astronomy and Mathematics	0
Science and Art	42
Encyclopedias, Magazines and Miscellaneous	117

The donations received were :—One volume of "Kingsford's History of Canada," "Robbery under Arms," by Rolph Bolderwood ; "The Dream," by Zola ; Reports of the Smithsonian Institute, and the Scientific Society's of Australasia ; Scientific Publications of the Dominion Government, and Reports of the Royal Colonial Institute, together with various Departmental Reports.

The reading room continues to maintain its popularity. The proprietors of the Ottawa daily papers *The Free Press*, *The Citizen*, and *The Journal*, continue their papers gratuitously, the following papers are also given :—*Science Weekly*, *Manitoba Free Press*, *Chicago Sunday Herald*, *Current History Magazine*, *The Canadian Gazette*, *Imperial Federation*, and various English weekly papers.

The amount paid for periodicals was $136 28, and the amount received for papers and periodicals sold was $34.80.

The following lectures were given :—

Inaugural Address, "Tennyson," by the President.

"Shakespeare's Lesser Brethren," by J. F. Waters, Esq, M. A.

"The Heredities," by Prof Wesley Mills, F.R.S.C.

"Mind and Brain," by Prof. Adam Shorte, M. A.

"Longitude by Cable," by Otto J. Klotz, Esq., D. L. S.

"Sound and Hearing," by R. W. Powell, Esq., M. D.

"Keats," by A. Lampman, Esq.

March 9th.—"Electro Chemistry," by E. A. Lesnear, Esq., B. Sc.

March 30th.—Musical and Literary Conversazione.

These lectures and the conversazione were given in St. James' Hall.

The Inaugural Address and the Conversazione were honored by the presence of His Excellency the Governor-General, who expressed his appreciation of the efforts being made by it to spread a desire for useful knowledge.

At the last meeting of the Royal Society this Society was represented by Mr. Robt. Gill, first Vice-President, who made a report of our work during the then past year. The Society has been invited to send a delegate to the meeting of the Royal Society which will be held here next month. The duty of choosing a delegate will be with the incoming Council.

Dr. S. P. May, Superintendent of Mechanics' Institutes and Art Schools for the Province of Ontario, visited the Society's rooms in October last, and expressed himself well satisfied with what he saw. He strongly recommended the printing and distribution of a catalogue of the library, and expressed the opinion that a sufficient amount could be made out of the advertisements that would be inserted in it to pay for the same.

T. K. BENNETTS, Secretary.

TREASURER'S STATEMENT.

Receipts.

Balance from 1891-92	$ 65 87
Government Grant	400 00
Donation from Col. Gilmour	200 09
Members Subscriptions	392 00
Lecture Tickets sold	64 00
Cash admission to Lectures	57 85
Periodicals sold	34 80
Rent received for rooms	32 50
Sale of Museum contents	1 00
	$1,248 02

Expenditure.

Custodian	$250 40
Rent	305 04
Lighting	39 10
Advertising and Printing	121 15
Water Rates	16 68
Newspapers and Periodicals	136 28
Lecture expenses	140 25
Postage and petty expenses	33 35
Books for Library	99 02
Balance on hand	106 75
	$1,248 02

Ottawa, April, 1893. W. J. BARRETT, Treasurer.

EXTRACT FROM THE REPORT OF THE ATHENAEUM AND ST. PATRICK'S LITERARY ASSOCIATION OF ONTARIO, FOR THE YEAR ENDING 30TH OF APRIL, 1893.

We have much pleasure in stating that the year just ended has been a very successful one, the night schools have been well attended and the progress made by the pupils most satisfactory.

Membership.

There are now 175 members on the roll, an increase of 75 during the year.

Library.

Additions have been made to the Library, which is well patronized and kept open for the use of members from 4 p.m. to 10.30 p.m., daily.

Reading Room.

The Reading Room is kept open from 4 p.m. to 10.30 p.m., daily, and is well patronized. We have expended fifty-five dollars ($55) for newspapers, magazines and periodicals this year.

Evening Classes.

In the Evening Classes, English and Canadian history, reading and dictation, composition and grammar, book-keeping, arithmetic, writing, advanced drawing and mechanical drawing were taught to 49 students, representing the following trades and professions, viz: Blacksmiths, confectioners, civil servants, clerks, carpenters, electricians, harness makers, plumbers, printers, photographers, tailors, etc.

TREASURER'S STATEMENT.

Receipts.

Balance on hand	$2,078 00
Members fees	100 00
Legislative Grant	230 00
Evening Classes	147 00
Other sources, including pupils fees	145 00
	$2,700 00

Expenditure.

Rent, light and heating	$400 00
Salaries and Evening Classes	215 00
Books and Magazines	35 00
Lectures and entertainments	20 00
Miscellaneous	40 00
Balance on hand	1,950 00
	$2,700 00

JOHN D. GRACE,

Ottawa, April, 1893. President.

THE UNIVERSITY OF TORONTO, TORONTO, ONT.

APPENDIX L.—*SCHOOL OF PRACTICAL SCIENCE, TORONTO.*

Annual Report of the School of Practical Science, Toronto.

To the Hon. G. W. Ross, LL.D., M.P.P., Minister of Education :

Sir,—I have the honor to submit the annual report of the School of Practical Science for the year 1893.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year 1892-93, and the first term of the academic year 1893-94, except where otherwise stated.

1. Instruction is given in the building to the following classes of students :

(*a*) Students of the School of Practical Science.
- Regular students in the Department of Civil Engineering.
- Regular students in the Department of Mechanical and Electrical Engineering.
- Regular students in the Department of Mining Engineering.
- Regular students in the Department of Architecture.
- Regutar students in the Department of Analytical and Applied Chemistry.
- Special students in the above Departments.

(*b*) Students of the University of Toronto.
- Students in Arts.
- Students in Medicine.

2. The following is a classified summary of the attendance during the year 1893, (*i.e.*, during the second term of the academic year 1892-93, and the first term of the academic year 1893-94) :

Regular Students.

	2nd Term, 1892-93.	1st Term, 1893-94.
Department of Civil Engineering	52	29
" Mechanical and Electrical Engineering	48	55
" Mining Engineering	..	4
" Architecture	11	7
" Analytical and Applied Chemistry.	1	1
Students taking post-graduate course leading to the degree of B.A. Sc	10	11

Special Students.

Taking full course	13	28
Taking partial courses	8	4
	143	139

The attendance of students of all classes at the lectures of the University professor in the subject of Chemistry was as follows :

(Instruction in this subject is wholly given in the School of Science.)

	2nd Term, 1892-93.	1st Term, 1893-94
University students in Arts	200	119
" " Medicine	150	113
Regular and special students in the School of Science	59	60

The Arts students receive their instruction only from the University professors and assistants.

In the instruction of the medical students, however, the services of the professor of Applied Chemistry in the school, who is also a lecturer in the University Medical Faculty and a demonstrator in the Faculty of Arts, and of the fellow in Applied Chemistry, who is not a member of the University Faculty, have been utilized.

With these exceptions the services of the staff of the School are confined to the regular and special students of the School.

The regular students of the School are required to take University lectures in Mathematics, Physics and Chemistry, and the laboratory work in Physics.

The attendance of the School of Science students in the Departments of Mathematics, Physics and Chemistry in the University was as follows :

	2nd Term 1892-93.	1st Term 1893-94.
Mathematics	93	95
Physics	71	86
Chemistry	59	60

3. The fees for the regular and special students of the School of Practical Science during the academic year 1892-93 amounted to $5,322-75, being an increase of $903.75 on the fees of the previous year.

Of the above amount $3,978.75 was paid to the Hon. the Provincial Treasurer, and the remainder, $1,344, to the Bursar of the University of Toronto, under the authority of an Order-in-Council dated June 28th, 1893. This payment to the Bursar is in consideration of the instruction given by the University Professoriate to the students of the School.

4. The following are the members of the Faculty of the School :

J. Galbraith, M.A., Assoc. M. Inst., C.E., Professor of Engineering, and Principal.
Subjects : Dynamics, Strength and Elasticity of Materials, Hydraulics, Thermodynamics and Theory of Steam Engine.

W. H. Ellis, M.A., M.B., Professor of Applied Chemistry.
Subjects : General Chemistry, Qualitative and Quantitative Analysis, Applied Chemistry.

A. P. Coleman, M.A., Ph.D., Professor of Assaying and Metallurgy.
Subjects : Mineralogy, Geology, Lithology, Metallurgy, Mining, Assaying.

L. B. Stewart, P.L.S., D.T.S., Lecturer in Surveying.
Subjects : Descriptive Geometry, Drawing, Spherical Trigonometry, Surveying, Geodesy, Astronomy.

C. H. C. Wright, B.A., Sc., Lecturer in Architecture.
Subjects : Theory of Construction, Mortars and Cements, History of Architecture, Principles of Ornament, Drawing.

T. R. Rosebrugh, M.A. Grad. S.P.S., Lecturer in Electrical Engineering.
Subjects : Drawing, Electricity, Dynamics, Mechanism, Mechanics of Machinery, Machine Design, Compound Stress.

J. A. Duff, B.A., Grad. S.P.S., Fellow in Engineering.
Subjects : Statics, Graphics, Drawing, Fieldwork.

A. Lane, Grad. S.P.S., Fellow in Surveying.
Subjects : Drawing, Graphics, Fieldwork.

E. J. Laschinger, B.A. Sc., Fellow in Mechanical Engineering.
Subjects : Drawing, Graphics, Engineering Laboratory.

W. Lawson, B.A. Sc., Fellow in Applied Chemistry.
Subjects : Qualitative and Quantitative Analysis, Chemical Laboratory.

W. E. Boustead, B.A. Sc., Fellow in Assaying and Metallurgy.
Subjects: Assaying and Blowpipe Analysis, Assaying Laboratory.

The following appointments have been made since the date of the last annual report:

Messrs. Duff, Lane and Boustead, have bean re-appointed as Fellows in their respective departments. Mr. W. Lawson has been appointed Fellow in Applied Chemistry, and Mr. E. J. Laschinger as Fellow in Mechanical Engineering in the place of Mr. E. B. Merrill, resigned.

The work of the School has developed to such an extent as to render advisable the appointment of a lecturer in Applied Mechanics. This appointment would render it possible to re-distribute the work among the staff in such a manner as to enable a much greater amount of instruction to be given in the subjects of heating, ventilation, house sanitation, roof and bridge design, cement testing, and the testing of materials of construction in general.

The duties of the fellow in Mechanical Engineering are too heavy to be properly performed by one person. He is required to superintend the experimental work in strength of materials, hydraulics, engine tests, electrical laboratory, and also to take part of the work in mechanical drawing. A fellow in Electrical Engineering should be appointed to divide the above work with him.

The following are the members of the Faculty of the University of Toronto whose classes are attended by the regular students of the School:—

Jas. Loudon, M.A., President and Professor of Physics. Subjects: Hydrostatics, Optics, Acoustics.

W. H. Pike, M.A. Ph.D., Professor of Chemistry. Subject: Theoretical Chemistry.

Alfred Baker, M.A., Professor of Mathematics. Subjects: Analytical Geometry, Calculus, Astronomy.

W. J. Loudon, B.A., Demonstrator in Physics. Subjects: Electricity and Magnetism.

J. C. McLennan, B.A., Assistant Demonstrator in Physics. Subject: Physical Laboratory.

C. A. Chant, B.A., Lecturer in Physics. Subject: Physical Laboratory.

A. T. DeLury, B.A., Lecturer in Mathematics. Subject: Trigonometry.

J. W. Odell, B.A., Fellow in Mathematics. Subjects: Euclid and Algebra.

5. The number of regular students who presented themselves for examination at the annual examinations of the academic year, 1892-93, was as follows:—

Civil Engineering—

First Year,	14	examined	6	passed.
Second Year,	16	"	9	"
Third Year,	21	"	20	"

Mechanical Engineering—

First Year,	34	examined	17	passed.
Second Year,	13	"	13	"
Third Year,	5	"	5	"

Architecture—

First Year,	9	examined	4	passed.
Second Year,	2	"	1	"
Third Year,	3	"	3	"

Analytical and Applied Chemistry—

First Year,	1	examined	1	passed.

The number of graduates up to the present time is as follows :—

Civil Engineering—

1881	1
1882	3
1883	3
1884	5
1885	5
1886	5
1887	6
1888	16
1889	11
1890	12
1891	11
1892	14
1893	20

Mechanical Engineering—

1890	1
1891	1
1892	3
1893	4

Architecture—

1892	1
1893	3

Analytical and Applied Chemistry—

1890	1
1891	1
1892	1

Total number of graduates..128

The graduates of the School who have proceeded to the degree of C.E. in the University of Toronto, are the following :—

	Diploma of School.	Degree of C.E.
J. L. Morris	1881	1885
J. H. Kennedy	1882	1886
J. W. Tyrrell	1883	1889
H. J. Chewett	1888	1892
T. K. Thomson	1886	1892
F. M. Bowman	1890	1893
W. L. Innes	1890	1893

The graduates of the School who have proceeded to the degree of B.A. Sc. in the University of Toronto, are as follows :—

	Diploma of School.	Degree of B.A. Sc.
J. McAree	1882	1893
C. H. C. Wright	1888	1893
O. S. James	1891	1893
T. H. Alison	1892	1893
A. T. Laing	1892	1893
E. J. Laschinger	1892	1893
B. McEntee	1892	1893
R. W. Thomson	1892	1893
W. A. Lea	1892	1893
C. G. Milne	1892	1893
W. Lawson	1892	1893

The regular courses of instruction in the School are the following :—

1. Civil Engineering.
2. Mechanical and Electrical Engineering.
3. Mining Engineering.
4. Architecture.
5. Analytical and Applied Chemistry.

Practical Astronomy, Surveying and Drawing.

The equipment of this department of instruction has been increased since the date of the last report, by the addition of a new transit and a level from W. F. Stanley, London, and of several steel band measuring tapes, thus enabling the instructors to handle all the students simultaneously in the field. Four cases have been constructed for containing the surveying instruments. A standard mercurial barometer has also been purchased from Greene, of Brooklyn.

Last year the necessity for a more substantial support for the large theodolite than the tripod provided with the instrument was felt, and consequently at a short distance to the south-east of the school building a brick pier has been built, with its foundation below the level of frost, and in this pier is firmly bedded a stone pillar, to serve as a foundation for the instrument. The site of the pier is so chosen as to command both the meridian and the prime vertical. It remains yet to establish a meridian mark.

Hydraulics, Thermodynamics and Strength of Materials.

The gaps in the laboratory equipment in connection with the above subjects, which were referred to in the last annual report, have been to a great extent filled by the purchase of new apparatus.

A new ten horse power engine should be supplied before next session in order to do away with the interference of one portion of the laboratory work with another, which during the last year proved a constant source of trouble. The greater part of the work in the construction of this engine can be done in the school workshop.

Several additional cabinets for the storage of apparatus are required.

A large amount of dust filters through the ceilings of the laboratory, injuring delicate apparatus and rendering it difficult to keep the rooms clean. This trouble can be remedied at slight expense.

Theory of Construction, Architecture and Drawing.

During the last year the rooms vacated by the University Library have been partially fitted with suitable cases and other furniture for the work in this department. Valuable additions have been made to the Library, but as illustrated works on the Art of Architecture are necessarily expensive, this branch of the Library is not what it should be for the most successful working of the department. The collection of photographs, also, is very inadequate.

The triple rotating electric stereopticon supplied last year is giving very satisfactory results and is a valuable addition to the equipment.

The attic or fourth floor of the school remains idle. The needs in connection therewith, as stated in last year's report, are still unsupplied.

Electricity.

In this subject the number of students still continues to increase and constant use is now being made of the duplicates of apparatus, the necessity of which was pointed out in the last report. There are some gaps still to be filled however, though the principal requirement is ground floor space suited for galvanometer work and similar measurements.

The course in electricity now begins in the first year ; in this year an introductory course is given at the University, and a course of lectures at the School covering the principles of continuous currents of electricity. In the second year the lectures are given at the school with laboratory work both in the electrical laboratory of the School and in the physical laboratory of the University. This course covers the principles of measurement. In the third year the work includes a course of lectures on the principles of various useful applications of electricity and electromagnetism, and the application of these principles to the design of apparatus.

The work in this subject in the fourth or post-graduate year is principally experimental in its character with special reference to the study of alternating currents.

The experimental equipment includes dynamos and motors of several kinds, arc lights, incandescent lamps, a storage battery which is of great service in maintaining very steady currents when these are necessary, primary cells of several types, and standard cells. Standard measuring instruments have been provided as well as commercial ammeters, voltmeters and wattmeters for common use

A connection with the mains of the power circuit of the Toronto Electric Light Company has recently been made which is useful in many ways.

Experiments are made on transmission of power by continuous and alternating currents, use of transformers, lighting, characteristics and operation of dynamos and motors, etc.

Mr. W. A. Turbayne, of the Turbayne-Tamblyn Arc Light Company, a former student of the school, has kindly presented the laboratory with one of their lamps.

Analytical and Applied Chemistry.

The chemical laboratory is now conveniently arranged as to fittings and appliances for the work of the department. The apparatus for various branches of technical analysis, including the analysis of iron and steel, the need of which was mentioned in the last report, has been received from Germany.

Metallurgy and Assaying.

During the year a collection of minerals and one of fossils have been obtained from Ward of Rochester, and a full collection of rocks is now on the way from Germany. The apparatus for assaying has been largely added to, so that the department is fairly equipped.

A lathe for cutting rock sections, recently obtained from Julien of New York, has been of great service in petrography.

A good reflecting goniometer, two lithological microscopes for students' use, and two spectroscopes ordered in Germany have not yet arrived. The collection of Ontario minerals exhibited at Chicago has been promised to the department, but has not yet reached the School of Science.

The collections and apparatus, when completed by those ordered and now under way, will give a fairly good and sufficient equipment for instruction in geology, mineralogy, metallurgy and assaying.

It is greatly to be desired, however, that sufficient room should be provided for the proper arrangement and use of the collections and apparatus. The dark basement rooms now used for blowpipe and mineralogical work are quite unsuitable for the purpose, and the room set apart for a museum will be more than full when all the collections are arranged and set in place. There is great need of proper glazed cases for the display of minerals, etc., as at present they must be stored out of sight in sets of drawers.

During the year lectures have been delivered by the professor in the department on mineralogy, geology, petrography, metallurgy, mining and ore dressing ; and practical work in blowpipe analysis, assaying and microscopic petrography has been carried on in the laboratory, partly under the supervision of the professor and partly under that of the fellow in the department. The naming, labeling and arranging of the recently acquired collections will demand much time and labor during the coming year. It is impossible for one man to accomplish the work to the best advantage; and hence a lecturer should be appointed to take charge of a portion of the laboratory work, to oversee the assaying and to lecture on part of the metallurgy and on mining and ore dressing.

Summary of Requirements.

Fourth or attic floor to be fitted up for photometry of electric light, photography and model making.

More room for assaying. The present assaying laboratory cannot accommodate more than three students.

More ground floor space for galvanometer work. At present there is accommodation for only six students at a time.

Apparatus and models in metallurgy and ore dressing.

Photographs.

Books.

Cabinets for apparatus, models and minerals, etc.

Laboratory ceilings to be made dust proof.

The following additions to the staff: Lecturer in Applied Mechanics, Lecturer in Assaying, Fellow in Electrical Engineering.

J. GALBRAITH,
Principal.

School of Practical Science,
Toronto, December, 1893.

APPENDIX M.—*LIBRARY REPORT, 1893.*

REPORT FOR 1893 OF THE LIBRARY OF THE EDUCATION DEPARTMENT.

To the Honorable the Minister of Education, Province of Ontario.

SIR,—The following is my report of the Library of the Education Department for the year 1893 :

Ordinary Business of the Library.

This includes the purchase and binding of books and pamphlets, and the giving out of books to students and others.

In addition to students, teachers and pupils, who get books from the Library, literary men and others avail themselves of the books in various departments of the Library. The number of volumes given out to these various persons during 1893 was as follows :

	Volumes.
In January	344
" February	764
" March	944
" April	897
" May	814
" June	461
" July	54
" August	97
" September	370
" October	1,148
" November	1,004
" December	559
Total during 1893	7,456
Given out during the year 1892	6,339

Thus it will be seen that over a thousand more books were taken out of the Library in 1893 than in 1892. This, no doubt, is largely due to the fact that the purchases of books were of that character as to insure an increased interest in this department of the operations of the Library. These purchases were chiefly works in the various branches into which educational literature is divided, with the addition of a few works relating to Canada, or by Canadian authors :

Books purchased in 1893	290
Magazines, periodicals and newspapers procured	144
Books and magazines bound	161
Newspapers bound	8

In addition to the books, magazines, etc., ordered, there were received at the Library, and available for consultation, a large number of reports on education in various countries, as follows :

	Reports.
Great Britain and Ireland	11
Provinces, Dominion of Canada	7
Newfoundland	1
Western Australia	2
South Australia	1
Queensland	1
Victoria	1
Tasmania	2
New Zealand	12
New South Wales	1
Cape of Good Hope	1
Jamaica	1
Japan	2
Montevideo	8
France	2
Various States of the U. S	42
Total reports received in 1893	95
Educational reports received in 1892	107

Contents of the Library.

I gave so full a report on the character and contents of the Library last year, that it is not necessary to go over the same ground in this report. The books added and bound related chiefly to educational subjects and to Canadian history and literature. The collection of pamphlets remain substantially the same as those enumerated on page 288 of the printed report of last year.

Historiography.

I am happy to say that the wishes which I expressed last year have been gratified The preparation for publication of the collected material for a "Documentary History of Education in Upper Canada" has been prosecuted by your direction, and about 150 pages of "copy" are now ready for the printer, or are in his hands. The period over which the papers and documents collected extends is from Lieutenant-Governor Simcoe's time until the close of the Reverend Doctor Ryerson's administration of the Education Department, viz., from 1791 to 1876. It is expected that the first volume of this Documentary History will be published early in 1894 and will contain from 500 to 600 pages.

Investigations held.

The number of investigations held by me under your commission in 1893 was five—chiefly in connection with the University and Departmental Examinations, held in July, 1893. Another, the 5th, relating to character and conduct, was held later on in the year. Reports in each case were made to you in due form.

Recommendations.

Of the three recommendations made by me last year, one, the most important one, has been assented to by you, viz., the publication of the Documentary History of Education in Upper Canada since 1791, etc.

I would again repeat the other two, yet to be considered by you:

1. That the catalogue relating to the works on education in theory and practice, etc., published in 1886, be revised and reprinted.

This revision is quite necessary, as no less than from 150 to 200 new books have been added to the list since 1886.

2. That the catalogue (in manuscript) of the valuable collection of classical works, rare dictionaries, etc., presented by Rev. Dr. Scadding, be printed.

3. That, in addition to the local newspapers in Canada, now ordered, I would suggest that those published in such important centres as Brantford, Guelph, Galt, Goderich, Simcoe, Belleville, Cornwall, St. Catharines, Montreal, Quebec, Halifax, etc., be ordered.

Some of the less important local papers might be discontinued, so as to enable the Department the more economically to order these.

An addition might also be made to the list of Magazines ordered, such as the *Contemporary*, one of the English *Quarterly Reviews*, the *North American*, etc., etc.

The demand for a higher class of periodical literature is increasing on the part of the masters, teachers and students.

J. GEORGE HODGINS,
Librarian and Historiographer.

Toronto, January, 1894.

APPENDIX N.—*WORLD'S FAIR, 1893.*

Report of S. P. May, M.D., C.L.H., Director of Ontario Educational Exhibit at the World's Fair, Chicago.

To the Hon. G. W. Ross, LL.D., Minister of Education.

Sir,—I have the honor to submit herewith my report on the Educational work and apparatus exhibited by the Education Department at the World's Fair.

As stated in the prefatory note of the Ontario Educational Catalogue, the space allotted to the Education Department by the World's Fair Commissioners was too limited to make a full and complete exhibit of pupils work and educational appliances, representative of the various branches taught in the Public and High Schools, consequently we could not exhibit maps, charts and diagrams, school furniture and other accessories in common use in our school-rooms, as was done by the Department at previous exhibitions in Philadelphia, Paris and London.

For the same reason it was necessary to confine the exhibits to those which are representative only of the Schools and other Educational Institutions in the Province, which are under the administration of, or affiliated with the Education Department.

With these preliminary remarks I now divide my report under three headings. 1. A description of the Educational Court. 2. List of Exhibits. 3. Awards and testimonials.

S. P. May.

Toronto, December, 1893.

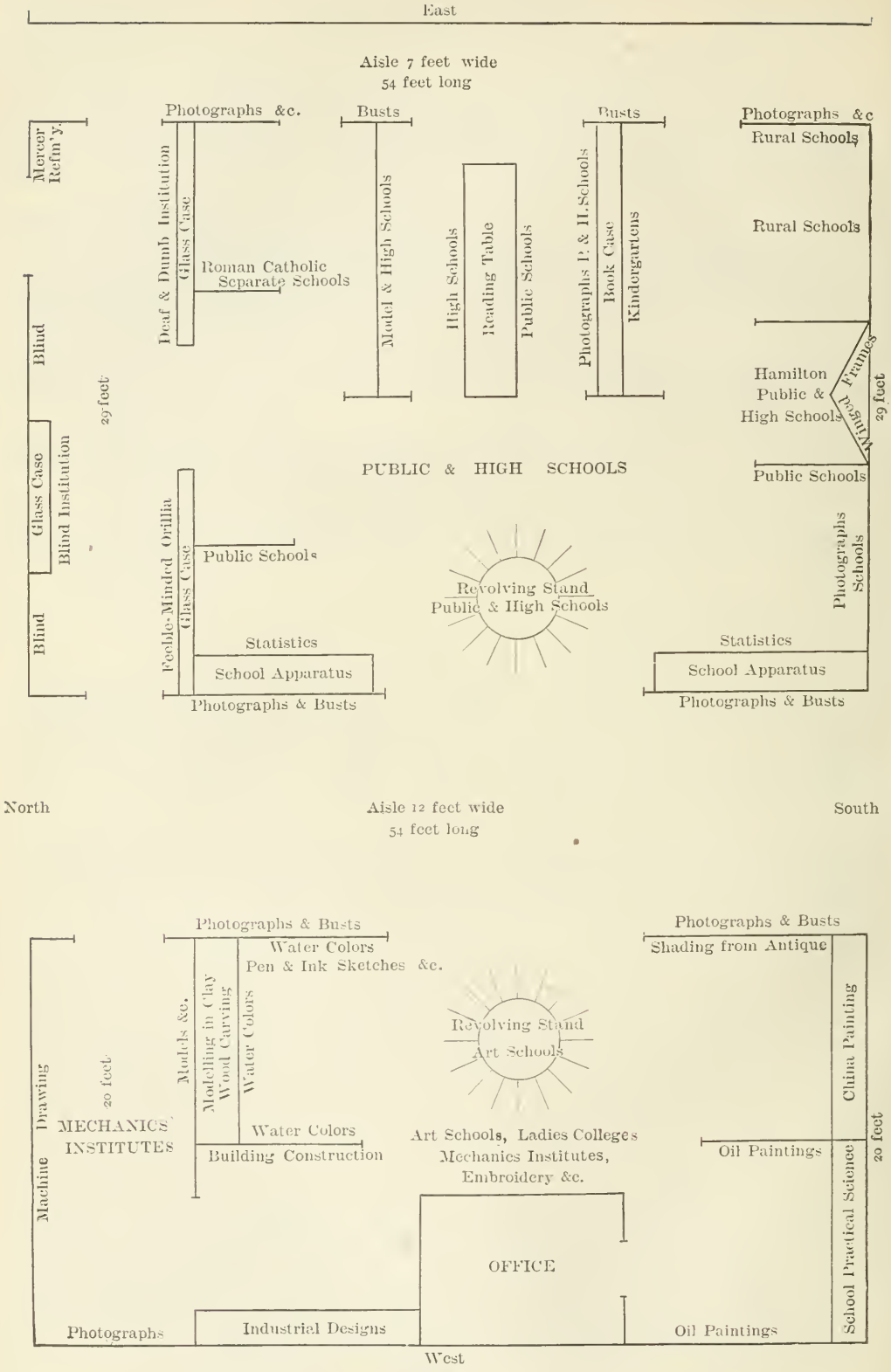
I.—Description of the Ontario Educational Court.

The Educational Exhibits from different countries were displayed in the galleries which surrounded the Liberal Arts and Manufacturers Building, a huge structure which is claimed to be the largest building in the world, having a floor space, including galleries, of 43 acres. The Canadian Exhibits were arranged on the front of the western gallery, bounded by Great Britain on the north, Russia on the south, and New South Wales on the west.

Soon after my arrival in Chicago the original space allotted by the Canadian Commission was changed from the south to the north, and I fortunately succeeded in getting some extra space which was kindly given to Canada by the British Royal Commissioners. This increased our total floor space including aisles and passages to 68 x 54 feet. The floor space was divided into two sections, with an aisle seven feet wide on the front of the gallery, and an aisle twelve feet wide near the centre of the remaining space (see ground plan). I found it advisable to use the front aisle for the principal front of the Court, as it could be seen at a long distance from the ground floor, and it served as a landmark for visitors looking for Canadian Exhibits of manufactures, which were arranged on the ground floor in front of the Canadian gallery. The front elevation over twenty feet high was decorated with a large and magnificent gilt shield of the Royal Arms, which was used at the Canadian entrance to the Intercolonial Exhibition, when Her Majesty Queen Victoria, opened the Exhibition in 1886. This was surmounted with a trophy of British and Canadian flags; on either side were smaller trophies of flags and running along the whole front the words "Ontario Education Department," in gilt letters in relief, fifteen inches square.

On the wall which was covered with maroon colored cloth, busts of distinguished Canadians, and large framed photographs of school buildings, etc, were displayed (see photo engraving No. 1.) It will be seen from the engraving that there were four arched entrances, the first commencing on the left was the entrance to the Kindergarten and Public School Exhibits, the second to the exhibits of text books and apparatus and the pupils work from Model and High Schools; the third to the exhibits of the Roman Catholic Separate Schools; and the fourth entrance to the exhibits from the Deaf and Dumb, Blind, Feeble-minded and Charitable Institutions.

OUTSIDE OF GALLERY FACING GROUND FLOOR.



GROUND PLAN OF ONTARIO EDUCATIONAL COURT.

ONTARIO EDUCATIONAL COURT.

No. 1.—View of Front Elevation, Facing Ground Floor.

As Ontario occupied the space next to Great Britain, it was necessary to have a division line, therefore I had a wall erected the whole width of the Court, twenty feet high in the centre, with an arch twelve feet wide, opening into the main aisle. The decorations over the arch consisted of shields and flags, and the words "Education Department," in gilt relief letters fifteen inches square. The walls on both sides of the main aisle with opening entrances to the sections were continued the whole length of the Court. By special permission of the Director-General all the walls and partitions in the Ontario Educational Court were allowed to be thirteen feet high, although the standard height recommended by the Executive and adopted by the United States and other exhibitors was only eleven feet. This of course gave more wall space and produced a much better general appearance than could have been made with lower walls. I may mention here that all walls and partitions were finished with mouldings and cornices, with gilt beading, and were covered with very handsome maroon colored cloth, which afforded relief to the picture frames and had a very fine effect, which was much admired; both of the sections were covered with a canopy of cloth of a greenish tint, which protected the pictures from the scorching rays of the sun, and the dust from the roofs, and modulated the light. The floors were covered with Linoleum.

As seen by the photo-engraving No. 2, the walls of the aisles were decorated with busts of distinguished Canadians, including Lieutenant-Governors, Statesmen and Educationists, and the arched entrances to the sections were surmounted with trophies of shields and flags with large gilt letters running the whole length of the Court, "Education Department, Ontario."

The eastern section as shown by the ground plan was used for the exhibits representative of Public and High Schools, Model Schools, etc., with an adjunct for the exhibits of the Deaf and Dumb, Blind, Feeble-minded, etc. The entrance to this section had an archway seventeen feet wide, decorated with a trophy of British and Canadian flags; on each side of the arch a collection of school apparatus was exhibited in large glass cases surmounted with statistical charts in large frames (see list of exhibits); near the entrance was a large revolving stand with thirty-two double winged frames, containing pupils' work in writing, drawing, etc., from Public and High Schools, each frame being labelled and numbered to correspond with catalogue. The centre of this section had two division walls, the fronts were four feet wide, fifteen feet high; from these pilasters an arch was sprung, with the motto "Education our Glory," in large gilt letters, and a bust of Sir Oliver Mowat, Premier of Ontario, in the centre, the reverse side of this arch facing the front gallery having a similar motto and a bust of President London, Toronto University

On the front of the pilasters were life size busts of the Rev. Dr. Ryerson, Chief Superintendent of Education, 1844-1876, and the Hon. Adam Crooks, Minister of Education-1876-1883, also large photographs of school buildings, and on platforms underneath were, improved eighteen inch globes. The inside of the main archway facing the gallery had "Education Department, Ontario," in large letters surmounted with a large shield of the Royal Arms (see photo-engraving No. 3). The centre of this division was fitted with shelves and glass cases for text-books, reports, etc., and a reading stand in the centre. The walls were covered with frames containing pupils' work from the Provincial Model Schools and High Schools. Photo-engraving No. 3 also shows on the left a part of the exhibits from the Roman Catholic Separate Schools, and a part of the entrance to the division containing the exhibits from the Deaf and Dumb and Blind, etc.

The opposite side of this section was fitted with partitions for the display of pupils work from the Kindergartens, Public Schools, etc. The Public School Board of Hamilton made a large display of photographs, pupils work, etc., from the Public and High Schools, which occupied a large section of the south wall, (see photo-engraving No. 4). This engraving also shows a portion of the reading tables and and pigeon holes used for pupils work, etc., mounted on cardboard.

In order to economize space nearly all the walls of this section were covered with either winged frames or double frames hung on pivots, thus increasing the hanging space about 2,000 lineal feet.

The adjunct containing the exhibit for the Blind, etc., was fitted with glass cases, stands, etc., so as to properly display the pupils' work.

As shown by the ground plan, both sections of the Court were laid out so that every division could be seen from the entrance; this gave a far better general appearance than the plan adopted by the majority of Educational Exhibitors who had only parallel divisions, which made it necessary to walk around each partition.

The western section of the Court contained the exhibits of pupils' work from Art School, Ladies' Colleges, School of Practical Science, and Mechanics' Institutes. Within the entrance seventeen feet wide, was a large revolving stand with winged frames, filled with drawings from life, architectural drawings, industrial designs, etc. Facing the entrance was a division-wall, with a large sign in large gilt letters, "Art Schools and Colleges, Ontario, Canada," and the shield of Ontario. This wall had a large glass in the centre containing specimens of Art needle work, embroidery, etc., with water color pictures on each side, (see photo engraving No. 5). As shown on the left of the same engraving, oil paintings, etc., were displayed on the division walls. In the first recess on the left was a glass case filled with specimens of china painting, and in the second recess the display of machine drawings, etc., in large portfolios from the School of Practical Science. The other walls on this side of the section were covered with drawings from the antique, paintings, etc., (see ground plan).

Photo-engraving No. 6, shows the division walls on the right of this section which contained in the first recess, a glass case with specimens of modelling in clay and wood-carving, a collection of water color paintings and pen and ink sketches, lithography, etc. The walls of the same recess were covered with industrial designs and drawings of building construction and architecture, and a large stand was erected on the east wall for exhibiting the industrial designs and other drawings which were in portfolios.

The small archway seen in this engraving was the entrance to the adjunct, containing the models, machine drawings, etc., from Mechanics' Institutes, also some photographs and specimens of machine drawing from Art Schools.

In concluding my remarks on the description of the Ontario Educational Court, I may say that it was generally acknowledged by prominent educationists and others interested in education that Ontario set an example to other countries, by displaying the most comprehensive, attractive and useful collection of educational appliances from the Kindergarten to the University ever made at this or any other exhibition, (see testimonials).

In order that visitors at the Exhibition might have an opportunity of comparing the school system and educational facilities of this Province with those of other countries, a pamphlet, entitled "The Educational System of Ontario," was prepared by John Millar, Esq., B.A., Deputy Minister of Education. It contained a succint account of the origin of our educational system, its relation to municipalities, churches, parents, etc., with statistics and remarks on the duties of pupils and teachers in Elementary Schools and High Schools and Collegiate Institutes, also Departmental Examinations, Training of Teachers, Inspection of Schools, uniform Text-Books, Mechanics' Institutes and Art Schools, Free Libraries, Upper Canada College, Provincial University, its functions, University Federation, matriculation, School of Practical Science, Ontario Agricultural College, Schools for Special Classes, Blind, Deaf and Dumb, etc., Industrial Schools, Professional Schools, with the *results* of our educational system.

Twenty thousand of these pamphlets were distributed at the World's Fair, to visitors and representatives of education from different countries. Each pamphlet contained several large photo-engravings of our school buildings, and 114 pages of letter press, printed on good paper, bound in a handsome wrapper which will not only be a souvenir of the Exhibition, but without doubt will be the means of bringing our Province more prominently before the nations of the world.

ONTARIO EDUCATIONAL COURT

No. 2.—Centre Aisle

II.—List of Exhibits.

The Exhibits were classified to correspond with a descriptive catalogue prepared by myself, which was gratuitously distributed in large numbers. It contained copies of the large statistical charts exhibited, with other information respecting our schools; also the names of inspectors and teachers sending exhibits, and wherever a photograph of a school building was sent, the cost of building, name of principal, number of assistant teachers, and number of pupils was given, so that persons from other countries might judge of the cost of school buildings in Ontario. The catalogue (64 pages) was bound in ornamental covers, embellished with the Ontario arms and wreaths of maple leaves.

Class I. Departmental Exhibits.

1. Historical and Statistical.—Annual Reports of the Education Department from 1845 to 1892; Journal of Education from 1868 to 1876; Special Reports of the Chief Superintendent of Education, etc.

2. Special Reports, etc., by the Minister of Education.—French and German Schools in Ontario; Bi-lingual Teaching in Great Britain; Compulsory Education in Canada, Great Britain, Germany and the United States; Statutes, Public and High Schools, etc.

3. Technical Education.—Reports on Mechanics' Institutes; Technical Education; Act and Regulations for Mechanics' Institutes, etc.

4. Industrial Exhibitions.—Reports on the Educational Exhibitions from Ontario at Philadelphia, Paris, and the Colonial Exhibition in London; Catalogues of School Appliances; Pupils' Work Exhibited, etc.

5. Reports, etc., on Text Books.—Catalogue of Books recommended for High School Libraries; Remarks upon Text Books authorized; History of Text Books authorized for the Province, 1846, 1889, etc.

6. Examination Papers.—Departmental Examination Papers for Kindergartens, Public Schools, High Schools, etc.

7. Miscellaneous.—Educational System of Ontario; School Architecture and Hygiene; Educational Museum, etc.

8. Statistical Charts, mounted in large glazed frames.—Progress of Public Schools in 40 years; Progress of High Schools in 30 years; Progress of Mechanics' Institutes and Free Libraries in 10 years; Progress in Drawing, Painting, etc., in Art Schools, Mechanics' Institutes, etc., in 10 years; Statistics of Normal and Model Schools for 1892; Statistics on Professional Training of Teachers in 1892; Kindergartens, County Model Schools, Provincial, Normal and Model Schools and School of Pedagogy; Statistics of Upper Canada College for 1892; Statistics of the School of Practical Science for 1892; Statistics of the University of Toronto with Affiliated and Federated Colleges; Victoria University Federated 1890; St. Michael's College, 1851; Knox College, 1885; Wycliffe College, 1885; Huron College, 1892; Trinity Medical College, 1877; Women's Medical College, 1890; Ontario College of Pharmacy, 1891; College of Dental Surgeons, 1889; School of Practical Science, 1889; Ontario Agricultural College, 1888; Toronto College of Music, 1890; Statistics of Ontario Agricultural College for 1892; Statistics of the Ontario Institution for the Education of the Deaf and Dumb for 1892; Statistics of the Ontario Institution for the Education of the Blind for 1892.

9. Modelling in Clay and Portrait Busts of Distinguished Canadians.—Lieutenant-Governors, Statesmen and Educationists.

10. Text Books for Public Schools.—Forms I.-IV., viz., English, French-English and German-English.

11. Text Books for Collegiate Institutes and High Schools.—English Mathematics, Moderns, Science, Book-keeping, Drawing and Classics.

12. Text Books for Training Schools.

13. School apparatus and globes for Normal and High Schools, manufactured in Toronto, illustrating Chemistry, Acoustics, Dynamics, Electricity, Magnetism, Heat, Hydrodynamics, and Specific Gravity, Hydrostatics, Optics and Pneumatics, also Terrestrial and Astronomical Globes.

Class II. Training Schools.

1. Kindergartens.—Pupils' work from the Provincial Normal Kindergarten, Toronto.

2. County Model Schools.—Pupils' work, drawing, etc. Photograph from Model School, Hamilton.

3. Provincial, Normal and Model Schools of Ontario.—Photography and pupils' work from the Provincial, Normal and Model Schools in Toronto and Ottawa.

4. School of Pedagogy.—Statistics, etc.

Class III. Elementary Schools.

The exhibits of pupils' work, representing the Elementary and High Schools, was a grand exemplification of the excellence and thoroughness of the Ontario Educational system, we were brought into competition with the largest display of pupils' work from different countries ever collected together, and although our schools made no special preparation, but only sent their every-day work, Ontario received the highest encomiums from experts who stated that the general work from the schools gave them a better opportunity of judging of its merits than work from other countries, especially prepared for exhibition. I may state, that although some of the schools represented at Chicago had over a year to prepare their special work, the Education Department of Ontario only allowed about ten weeks after the issue of a departmental circular for Inspectors to collect specimens, and it was made imperative that the exhibits should consist of the pupils' ordinary school work, so as to fairly illustrate what is being done in our schools. It was also decided that instead of making large exhibits from a few schools it would be better to have an exhibit representative of the work done in the rural schools throughout the Province, and Inspectors were instructed to send from each school only five specimens on each subject.

If the exhibits had been larger from the country schools, there is not the least doubt that they would have had awards the same as were made to our city school boards, as the general work from small schools was quite equal to that of cities, but the exhibits were not large enough to receive special recognition from the jurors.

All the specimens of work were labelled with the names and ages of the pupils, and numbered to correspond with the descriptive catalogue. The specimens were either displayed in glazed frames, mounted on cardboard in portfolios, or bound in volumes.

1. Kindergartens.—The exhibits comprised specimens of pupils' work in paper cutting and folding, mat-weaving, original designs, etc., from the towns of Berlin and Galt, and the city of Hamilton.

2. Public Schools.—The exhibits from the Public Schools, comprised photographs of school buildings and pupils' work in the following subjects, viz., arithmetic, algebra, architectural drawing, book-keeping (account sales and bills, combined statements and bills, invoices and account sales, ledger pages); botany, business papers (letters and quotations); composition, correspondence, commercial course; child's newspaper in manuscript; colored chalk drawings; cutting and coloring leaf forms from nature; euclid; freehand drawing from copies; freehand drawing from objects; freehand drawing from solids to outline with combinations; freehand drawing from life forms; natural science; forms of beauty; flower drawing; grammar; geography; geometry; German history; illuminated writing; industrial designs for book-covers, carpets, oil-cloths, etc.; letter writing; literature; map construction; model drawing; machine drawing; ornamental designs; pencil drawings; perspective; pen and ink sketches; physics; phonography; shading from the flat; sequence in cutting and freehand drawing from solids to outline with combinations; typewriting; writing, etc.

ONTARIO EDUCATIONAL COURT.

No. 3.—Exhibits from Public Schools, Roman Catholic Separate Schools, High Schools, Etc.

The following schools sent exhibits, viz.:—

Public Schools.

Algoma District: Sault Ste. Marie.
County of Bruce, East: Town of Walkerton.
County of Bruce, West: S. S. 3, Kinloss.
County of Brant: Town of Paris, City of Brantford.
County of Carleton:—S. S. 12, Nepean, Ottawa East.
County of Durham: Mount Pleasant.
County of Elgin: Rodney.
County of Essex: Town of Walkerville, Village of Leamington, Town of Sandwich.
County of Grey, South: S. S. 1, Glenelg, S. S. 15, Proton, S. S. 4, Osprey.
County of Halton: S S. 1, Esquesing, S. S. 6, Esquesing, S. S. 8, Esquesing, S. S. 10, Esquesing, S. S. 14, Esquesing, S. S 7, Nelson, S. S. 8, Nelson, S S. 5, Nassagaweya, S. S. 1, Trafalgar, S S. 2, Trafalgar, S. S. 6, Trafalgar, S. S. 13, Trafalgar, S. S. 16, Trafalgar, S. S. 17, Trafalgar, S. S. 18, Trafalgar, Village of Georgetown, Town of Milton, Town of Oakville, Village of Burlington, Village of Lowville.
County of Hastings, South: Town of Deseronto.
County of Kent, East: S S. 1, Camden, S. S. 6, Camden, S. S. 1, Harwich, S. S. 2, Harwich, S S. 2½, Harwich, S. S. 3, Harwich, S. S. 4, Harwich, S S. 5½, Harwich, S. S. 6, Harwich, S. S. 8, Harwich, S. S. 10, Harwich, S. S. 13, Harwich, S. S. 17, Harwich, S. S. 1, Howard, S. S. 2, Howard, S. S. 6, Howard, S. S. 7, Howard, S. S. 10, Howard, S. S. 14, Howard, S. S 1, Orford, S. S. 2, Orford, S S. 9, Orford, S. S. 12, Orford, Town of Blenheim, Town of Dresden, Town of Ridgetown.
County of Kent, West: S. S. 2, Chatham, S. S. 3, Chatham, S. S. 13, Chatham, S. S. 8, Dover, S. S. 4, Raleigh, S. S. 5, Raleigh, S. S. 3, Tilbury East, Village of Tilbury Centre, Town of Wallaceburg.
County of Lanark: Town of Perth.
County of Lambton: S. S. 19, Brooke.
County of Leeds: Town of Brockville.
County of Lennox and Addington: S S. 5, Amherst Island, S. S. 3, Camden East, S. S. 5, Ernestown, S. S 1, Fredericksburg, S. S. 5, Fredericksburg, S. S , Fredericksburg, S. S. 14, Fredericksburg, S. S. 2, Kaladar, S. S. 1, Sheffield, Town of Napanee, Village of Newburgh.
County of Lincoln: S. S. 5, Grimsby, S. S. 2, L outh, S. S. 4, Niagara.
County of Middlesex, East: S. S 7, Biddulph, S. S. 1, London, and Dorchester, north, S S 10, McGillivray, S. S. 1, Oneida, Indian School, S. S. 10, Westminster, S. S. 17, Westminster, Village of London, West.
County of Middlesex, West: S. S 9, Caradoc, S. S. 10, Caradoc, S. S. 3, Ekfrid, S. S. 2, Mosa, S. S 5, Mosa, S. S. 10, West Williams, Town of Strathroy, Village of Ailsa Craig, Village of Wardsville.
County of Northumberland: Village of Campbellford.
County of Ontario: Village of Port Perry, Village of Uxbridge
County of Prince Edward: S. S. 3, Ameliasburg, S. S. 4, Ameliasburg, S. S. 7, Ameliasburg, S S. 12, Ameliasburg, S. S. 13, Ameliasburg, Bloomfield, Cressy, Consecon, S. S. 4, Hillier, S. S 2, North Marysburg, Village of Wellington, Town of Picton.
County of Renfrew: S. S. 1, Algoma, S. S. 6, Admaston, S. S. 6, Alice, S. S. 7, Alice, S. S. 4, Clara, S. S. 7, Grafton, S. S. 2, McNab, S. S 13, McNab, S. S. 1, Petawawa, S. S. 2, Wilberforce, Town of Pembroke.
County of Simcoe, South: S. S. 1, Adjala, S. S. 6, Adjala, S. S. 1, Essa, S. S. 2, Essa, S. S 3, Essa, S. S 4, Essa, S. S. 6, Essa, S. S. 11, Essa, S. S. 15, Essa, S S. 13, Essa and 17, Tecumseth, S. S 1, Gwillimbury, W, S. S. 5, Gwillimbury, W., S. S. 3, Innisfil, S. S. 7, Innisfil, S S. 9, Innisfil, S. S. 12, Innisfil, S. S 13, Innisfil, S. S. 2, Tossorontio, S S. 4, Tossorontio, S. S. 6, Tossorontio, S. S. 7, Tossorontio, S S. 1, Tecumseth, S S. 4, Tecumseth, S. S. 11, Tecumseth, S. S. 13, Tecumseth, S. S. 14, Tecumseth, S. S 17, Tecumseth, Village of Bradford, Town of Alliston, Allandale, Village of Cookstown, Duntroon, Stroud, Village of Tottenham.

County of Simcoe, East: Waubaushene.

County of Simcoe, North: S. S. 3, Nottawasaga.

County of Stormont: Town of Cornwall.

County of Victoria, East: S. S. 12, Emily, S. S. 4, Somerville.

County of Victoria, West: Town of Bracebridge.

County of Waterloo: S. S. 19, Dumfries, North, S. S. Wilmot, New Dundee, S. S. 27, Waterloo, Town of Berlin, Courtland, Town of Galt, Village of Hespeler, Village of New Hamburg, Village of Preston.

County of Wellington: S. S. 8, Erin, S. S. 3, Eramosa, S. S. 1, Garafraxa, West, S. S. 2, Guelph, S. S. 3, Guelph, S. S. 4¼, Guelph, S. S. 5, Guelph, S. S. 3, Nichol, S. S. 4, Puslinch, S. S. 11, Puslinch, S. S. 12, Puslinch, S S 1, Pilkington, Town of Mount Forest, Village of Elora, Village of Fergus, Rockwood.

County of Welland: Town of Niagara Falls.

County of Wentworth: S. S. 5, Ancaster, S. S. 7, Ancaster, S, S. 13, Ancaster, S.S. 18, Ancaster, S. S. 3, Barton, S. S. 10, Beverley, S. S. 15, Beverley, S. S. 2, Binbrook, S. S. 1, Flamborough, East, S. S. 5, Flamborough, West, S. S. 6, Glanford, S. S. 3, Saltfleet, S. S. 4. Saltfleet, Dundas, Village of Waterdown.

County of York: S S. 4, Gwillimbury, S. S 5, E. Gwillimbury, S S. 15, Vaughan, S. S. 27, York, S. S. 2, Whitchurch, Village of Woodbridge, Town of North Toronto.

City of Hamilton. Central School, Cannon Street School, Hess Street School, Murray Street School, Picton Street School, Queen Victoria School, Ryerson School, Victoria Avenue School, West Avenue School, Wentworth Street School.

City of Kingston: Cataraqui School, Central School, Louise School, Wellington Street School.

City of London: Princess Avenue School, Waterloo School.

City of St. Thomas: Central School, Balaclava Street Ward School, Myrtle Street Ward School, Manitoba Street Ward School, Scott Street Ward School.

Roman Catholic Separate Schools.

The exhibits from the Roman Catholic Separate Schools included photographs of school buildings and specimens of work in the following subjects, viz.: Arithmetic, algebra, analysis, architectural drawing, applied mechanics, book-keeping, business forms, composition, commercial forms, construction applied to carpentry and joinery, crayon drawing, christian doctrine, crochet work, darned net, drawn thread work, dictation, euclid, embroidery, freehand drawing, flower drawing, french grammar, geography, grammar, german, geometrical drawing, history, industrial designs, knitting, language, literature, letter writing, lettering, landscape drawing, linear drawing, modelling in clay, model drawing, map drawing, machine drawing, mensuration, ornamental penmanship, ornamental drawing, outline drawing from casts, penetration (water colors), projection, pen and ink, water colors, etc., phonography, pastel painting, perspective, pen and ink sketches, paper cutting and sewing, portraits (enlarged from photographs), rhetoric, sacred history, shading from flat, shading (tinted silk work), tracing, type-writing, writing, water color painting.

The following Roman Catholic Separate Schools sent exhibits, viz.:

City of Brantford: St. Basil's.

City of Hamilton: St. Joseph's, Sacred Heart, De la Salle Academy, St. Lawrence, St. Mary's, St. Patrick, St. Thomas, St. Vincent.

City of Kingston: St. Mary's.

City of London: Sacred Heart, St. Joseph's, St. Mary's, St. Peter's.

City of Ottawa: St. Patrick's.

City of St. Catharines: St. Catharines, St. Mary's, St. Nicholas.

City of St. Thomas: St. Thomas.

City of Toronto: De la Salle Institute, Sacred Heart Orphanage, 'St. Basil's, St. Francis', St. Helen's, St. Joseph's, St. Mary's, St. Michael's, St. Patrick's, St. Paul's, St. Peter's.

ONTARIO EDUCATIONAL COURT[2]

[No. 4.—Exhibits from Kindergartens, Public Schools, Etc.

Town of Barrie, Town of Berlin, Town of Cornwall Central Ward, Formosa, Town of Goderich, St. Peter's, Town of Ingersoll, Town of Paris, Town of Port Arthur, Town of Port Colborne, Town of Renfrew, De la Salle, Village of Mildmay, Town of Oakville, Town of Orillia, Town of Oshawa, St. Joseph's, Town of Thorold, St. Joseph's, Town of Vankleek Hill, St. Mary's, Town of Walkerton, Town of Waterloo, S. S. 13 Waterloo, Village of St. Agatha, S. S. 11 Wellesley, St. Clements.

Class IV. Secondary Education.

1. High Schools.

The exhibits from High Schools and Collegiate Institutes (with the exception of the Hamilton exhibit) consisted chiefly of photographs of buildings and specimens of drawings, sent for the Departmental examinations and were too meagre to receive recognition from the jurors for awards. The exhibits of pupils' work were as follows, viz.: Algebra, arithmetic, autographs, book-keeping, composition, chemistry, euclid, french grammar, french transalations, freehand drawing, geometrical drawing, greek translations, history, industrial designs, latin prose, latin translations, map drawing, memory drawing, model drawing, ornamental designs, perspective, writing.

The following High Schools sent exhibits: Alexandria, Almonte, Athens, Belleville, Bradford, Berlin, Carleton Place, Cayuga, Campbellford, Cornwall, Deseronto, Dunnville, Forest, Gananoque, Georgetown, Glencoe, Iroquois, Kemptville, Kincardine, Lucan, Listowel, Meaford, Mount Forest, Niagara Falls, Niagara, Newburg, Orangeville, Oshawa, Paris, Parkhill, Port Arthur, Port Perry, Prescott, Simcoe, Tilsonburg, Toronto Junction, Vankleek Hill, Vienna, Waterdown, Walkerton, Weston, Williamstown.

2. Collegiate Institutes.

The following Collegiate Institutes sent exhibits: Brockville, Chatham, Hamilton, Ingersoll, Lindsay, London, Morrisburg, Napanee, Ottawa, Owen Sound, Perth, Ridgetown, Stratford, St. Catharines, Toronto, Jameson Avenue and Harbord Street, St. Thomas, Whitby.

3. Upper Canada College.

The exhibits from Upper Canada College consisted of very large photographic views of the exterior and interior of the building.

Class V. Special Schools.

1. Art Schools. 2. Ladies Colleges, etc. 3 School of Practical Science. 4. Agricultural College; and 5, Mechanics Institutes.

The exhibits from the Art Schools, Ladies Colleges, Mechanics' Institutes, etc., made a magnificent display, which attracted thousands of visitors passing through the gallery, who expressed their surprise that such excellent work was done by pupils in Canada. It was a very usual thing for a visitor, who knew the names of some of our Canadian artists, to enquire whether they had exhibits in the Ontario Court, and were astonished to find that our exhibits consisted of pupils' work only. It was a very general remark by visitors that the pupils will very soon eclipse their teachers. Experts very much admired our system of simultaneous examinations in drawing, painting, etc., which are held throughout the whole Province, and carefully examined the examination papers exhibited by the Education Department.

The total number of examination papers sent to 77 Art Schools and Branch Art Schools in 1892 was 14,916 Primary Course, 847 Advanced Course and 420 Mechanical Course.

As a knowledge of drawing is almost indispensable in all trades, and the earning capacity of workmen is increased thereby, this part of our exhibit demonstrated to the visitors from other countries the great interest taken by the Ontario Legislature in providing technical instruction for all classes.

1. Art Schools.

Brockville Art School: Exhibits of original industrial designs, paintings in oil colors from life and still life, pen and ink sketches, and shading from the antique.

Hamilton Art School: Exhibits of architectural drawings, freehand drawing, lithography, machine drawing, monochromes from casts, original industrial designs, plain and ornamental lettering, portraits in pen and ink, penetration of solid bodies, paintings—water colors, shading from the antique, wood carving.

Kingston Art School: Ornamental industrial designs, painting water colors, shading from the antique.

London Art School: Crayon drawing, modelling in clay, paintings—oil colors, paintings—water colors, painting on China, pen and ink drawings, wood carving.

Ottawa Art School: Crayon drawings from life and still life, architecture and building construction, engraving on copper, lithography, monochrome painting, original industrial designs, paintings—oil colors, shading from antique, and wood carving.

St. Thomas Art School: Architectural drawings, crayon drawings, original industrial designs, machine drawings, sepia drawing, art needle work, viz., Kensington embroidery, Mount Mellick embroidery and Repristry embroidery.

Toronto Art School: Crayon drawings from life, lithography, modelling in clay, original industrial designs, paintings—oil colors from life and still life, paintings—water colors, shading from the antique.

2. Ladies Colleges, etc.

Albert College, Belleville: Paintings—oil colors, paintings—water colors.

Young Ladies College, Brantford: Photograph of building.

Wesleyan Ladies College and Conservatory of Music. Hamilton: Photograph of building.

Academy of Painting, London: Architecture and building construction, drawings from life, modelling in clay, machine drawing, original industrial designs, paintings—oil colors, paintings—water colors.

Hellmuth College, London: Photographs, exterior and interior views, copper-plate etching, pen and ink etching, paintings—oil colors, paintings—water colors.

Alma College, St. Thomas: Photograph of building, original industrial designs, paintings—oil colors, paintings—water colors, painting on China.

Miss Veal's School, Toronto: Paintings—water colors.

Ontario Ladies College, Whitby: Original industrial designs, paintings—oil colors, paintings—water colors.

3. School of Practical Science.

Photographs of building and machinery department and student's work.

The work from the students comprised architectural engineering and machine drawings, etc., was exhibited in large portfolios, on a large stand erected for the purpose, as follows: First year drawings, Portfolio A, 26 exhibits; Portfolio B, 22 exhibits. Second year drawings: Portfolio C, 26 exhibits; Portfolio D, 29 exhibits. Third year drawings: Portfolio E, 21 exhibits; Portfolio F, 21 exhibits; Portfolio G, pen drawings, Portfolio H, pen drawings.

4. Agricultural College, etc.

Ontario Agricultural College, Guelph: Large framed photographs of building, lesson in butter-making, lesson in cheese-making, etc.

ONTARIO EDUCATIONAL COURT.

No. 5.—Exhibits from Art Schools, etc.

Ontario Veterinary College, Toronto : Photograph of building, photograph of microscopical room with students at work, photograph of students, 1893 ; photograph of anatomical dissections prepared by students.

5. Mechanics' Institutes.

Caledonia Mechanics' Institute : Pupils' work in Primary Course bound in volumes.

Durham Mechanics' Institute : Pupils' work in Primary Course bound in volumes.

Elmira Mechanics' Institute : Pupils' work in Primary Course bound in volumes.

Garden Island Mechanics' Institute : Model of proposed steamship "S. P. May" for navigating the new St. Lawrence canals. Drawing of Hull and drawing of engine. The designers of the model and engines never had any lessons on drawing and naval architecture, except these given at the evening classes in the Mechanics' Institute.

Milton Mechanics' Institute : Pupils' work in Primary Course bound in volumes.

Owen Sound Mechanics' Institute : Pupil's work in Primary Course bound in volumes.

Peterborough Mechanics' Institute : Pupils' work on machine drawing from models.

Shedden Mechanics' Institute : Pupils' work in Primary Course bound in volumes.

Class VI. Higher Education.

1. Universities.

University of Toronto :—Photographs of main building, biological building and library ; convocation addresses ; calendars ; curriculum in arts, law, pharmacy, dentistry and music ; addresses by the late Sir Daniel Wilson ; medical calendars ; reports of faculties, etc.

Victoria University :—Photograph of building ; photograph of library and chapel ; calendars with examination papers ; catalogue of graduates ; monthly journal Acta Victoriana (published by the students), etc.

2. Colleges.

Huron College, London : Photograph of building and grounds.

Knox College, Toronto : Photograph of building.

St. Michael's College, Toronto : Photograph of building.

Toronto College of Music : Photographs of building, library, office, concert hall, etc.

Trinity College, Toronto : Photograph of building.

Trinity Medical College, Toronto : Photographs of building, chemical laboratory, dissecting room, and histological and pathological laboratory.

Ontario College of Pharmacy : Photographs of building, microscopical laboratory, pharmaceutical laboratory and chemical laboratory.

Class VII. Education of the Blind and the Deaf and Dumb.

Ontario Institution for the Blind : Photographs of building, gymnasium, kindergarten class and 6 interior views ; kindergarten work, bead-work, paper-folding, basket-weaving, machine and hand-knitting, sewing, crochet work ; books for the blind in line and point print ; books transcribed in point by the pupils ; apparatus for teaching—point print slate, grooved cards for writing (with specimens)—models for chairs and baskets ; specimens of pupil's work—chairs, baskets, etc., in willow and rattan ; dissected maps for teaching geography to the blind—Canada, United Kingdom, Holy Land, etc.

Ontario Institution for the Deaf and Dumb: Photographs of buildings and conventions of Mute Association held in Belleville and Toronto; pupils work: examination papers, 7 grades, including arithmetic, canadian history, composition, grammar, geography, language, manual alphabet, and penmanship; Exhibits from the Industrial Department: boots and shoes, men's and boy's clothes, girl's dress; specimens of sewing, knitting, etc.; printing office, The Canadian Mute; Art department, crayon drawing; paintings—oil colors; paintings—water-colors.

Class VIII Other Provincial Institutions.

Ontario Mercer Reformatory for Females and Refuge for Girls: Specimens of hand-sewing and crochet work; child's Kate Grenaway dress.

Ontario Asylum for Idiots, Orillia: Photographs of building, dining-room, corridor, sitting-room, etc.; four school-rooms, girls' dormitory, assembly hall, etc.; pupils' work (feeble minded), kindergarten: drawing, needle-pricking, perforated card sewing, parquetry, etc., sewing, knitting, crochet work, etc.; an assortment of articles of apparel, etc

III. List of Awards and Testimonials.

The following list shows that fifteen awards for systems of training, etc., and seven awards for pupils' work in Provincial Schools and Institutions have been made to the Educational Department of Ontario.

I. *Awards for Systems of Training, etc., in Provincial Schools and Institutions.*

1. General educational exhibit.
2. National system of education.
3. Historical diagrams, charts and statistics.
4. Systems of schools, viz.: Kindergartens, Normal and Model Schools, and School of Pedagogy.
5. System of professional training of teachers.
6. System of elementary education, Kindergartens, Public Schools and Roman Catholic Schools.
7. System of secondary education, High Schools and Collegiate Institutes.
8. Text books and system of authorization.
9. Apparatus for elementary science.
10. Chemical and physical apparatus for Normal and High Schools.
11. Art Schools and Ladies' Colleges.
12. Mechanics' Institutes.
13. Ontario Institution for the Blind, Brantford.
14. Ontario Institution for the Deaf and Dumb, Belleville.
15. Education of the defective classes, Asylum for Idiots, Orillia.

II. *Awards for Pupils' Work in Provincial Schools and Institutions.*

16. School of Practical Science, Toronto: Graphic determination of latitudes.
17. School of Practical Science, Toronto: Topographical and architectural drawings.
18. Provincial Kindergarten, Toronto: Color charts, sewing, weaving, freehand drawing, etc.
19. Institution for the Blind, Brantford: Kindergarten work; books transcribed by blind pupils, etc.

ONTARIO EDUCATIONAL COURT.

No. 6.—Exhibits from Ladies' Colleges, Mechanics' Institutes, etc.

20. Institution for the Blind, Brantford: Specimens of manufactures, sewing, knitting, willow and rattan work, etc.

21. Institution for the Deaf and Dumb, Belleville: School department—examination papers, etc.; industrial department—boots and shoes, men's and boys' clothes, dresses, etc.; art department—oil and water-color paintings, crayon drawings, etc.

22. Asylum for Idiots, Orillia: Work done by the feeble-minded.

III. *Awards to Art Schools and Individuals.*

23. Hamilton Art School: Machine drawing.

24. Hamilton Art School: Wood carving, etc.

25. Ottawa Art School: Machine drawing

26. St. Thomas Art School (Miss Stacey): Kensington and Mount Melleck embroidery.

27. Toronto Art School (Ethel Palen): Painting in oil, animal study—dog's head.

28. Toronto Art School (Maud Parkyn): Painting in oil—portrait from life.

29. Toronto, S. Passmore May, M. D., C. L. H., Superintendent of Art Schools. Art school studies in electro metallurgy.

IV. *Awards to Ladies' Colleges.*

30. Alma College, St. Thomas: Paintings in oil and water-colors.

31. Alma College, St. Thomas: Painting on China.

32. Hellmuth College, London: Pen and ink etchings.

33. Ontario Ladies' College, Whitby: Painting in water colors.

V. *Awards to Mechanics' Institutes.*

34. Peterborough Mechanics' Institute: Machine drawing.

VI. *Award for Pupils' Work to Public Schools in Cities and Towns.*

35. Blenheim School Board: Pupils' work and photographs.

36. Berlin (Courtland Avenue School): Kindergarten work.

37. Galt (Victoria School) Kindergarten work.

38. Hamilton School Board: Kindergarten and Elementary work.

39. Paris School Board: Specimens of school work.

40. Kingston School Board: Specimens of school work.

VII. *Awards for Pupils' Work in Rural Districts.*

41. County Halton, Township Esquesing: Specimens of school work.

42. County Kent, West, Township Chatham: Specimens of school work.

43. County Middlesex, East, S. S. 10, Westminster: Specimens of school work.

44. County Prince Edward, Township Ameliasburg: Specimens of school work.

VIII. *Awards for Work in Roman Catholic Separate Schools.*

45. Hamilton Roman Catholic Separate School Board: Photographs, book-keeping, drawing, phonography, etc.

46. Hamilton De la Salle Academy: Drawing, phonography, etc

47. London Roman Catholic Separate School Board: Writing, drawing, needle-work, etc.
48. Renfrew De la Salle School: Writing, drawing, etc.
49. St. Catharines Roman Catholic Separate School Board: Writing, book-keeping, drawing, etc.
50. St. Thomas Roman Catholic Separate School Board: Penmanship, drawing, etc.
51. Toronto Roman Catholic Separate School Board; Photographs, writing, drawing, etc.
52. Toronto De La Salle Institute: Photographs, writing, architectural and machine drawing, phonography, commercial work, etc.

IX. *Awards for Pupils Work in Indian Schools.*

53. County Middlesex, East, S. S. 1, Oneida, Indian School: Specimens of drawing, etc.
54. Shingwauk Indian School. (This collection was exhibited in the Manufacturers' Court.)

X. *Miscellaneous.*

55. Toronto (Mungo Turnbull): Improved globes and astronomical appliances.

TESTIMONIALS RECEIVED BY THE DIRECTOR FROM VISITORS IN JULY AND AUGUST, 1893

Alex. Steele, Head Master, High School, Orangeville, Ont., and President, Ontario Teachers' Association.

I have examined the Ontario Exhibit at the Columbian Exhibition and have been delighted not only with the excellent quality of the work exhibited but also with the very effective and artistic way in which Dr. May has arranged the whole.

The people of the Province of Ontario are under a deep debt of gratitude to the Doctor for making the space granted to them so attractive to visitors to the World's fair.

7th July, 1893.

Chas. A. Barnes, Inspector, Public Schools, County Lambton.

I fully endorse the above statement made by Mr. Steele

7th July, 1893.

James G. George, Superintendent, Liberal Arts Department, World's Fair.

Allow me to express my own opinion and that of many prominent educationists with whom I have conversed, that the educational Court of Ontario, Canada, is very attractive and systematically arranged. As a collection of school appliances and pupils work it is an excellent exemplification of a complete educational system from the Kindergarten to the University.

The classification is excellent and the entire exhibit artistically arranged so that the Teacher can study the methods applied and the work accomplished in the Public and High Schools, Art Schools, Deaf, Blind and Feeble-minded Institutions, etc.

Canada may well be proud of its educational exhibit, so ably superintended by its veteran Educational Director, Dr. May.

7th July, 1893.

Thos. B. Stockwell, Commissioner, Public Schools, Rhode Island, U.S.A.

I have examined the Ontario Exhibit with much pleasure and congratulate her upon her success.

S. John Ireland, Principal, Art School, Hamilton, Ont.

The work in all grades from the Kindergarten through the successive stages of Public, High and Art Schools, Mechanics' Institutes, schools for the deaf, blind, etc., is well arranged, which enables visitors to see the prescribed systems in use in Ontario, and further the whole display is arranged with good taste, and will compare most favorable with the displays from other countries.

20th July, 1893.

William Ross, Member of the Board of Education, Port Perry.

I have gone over the Schools exhibiting here and must say that in your Department you stand well up with the other exhibitors. There are others here such as New York, New Jersey, etc ,larger but none better. The display from the Blind is admirable, and the information in detail is most complete, added to this is the artistic arrangement of display of all which, I as a Canadian feel proud.

21st July, 1893.

Samuel Brooks, Head Master, Practising Schools, Westminster Training Schools, London, Eng.

I have examined carefully the educational display made by Ontario.

It has taken me completely by surprise. The work is exceedingly well done and the whole is well displayed. It is evident that Canada means business. May its educational work prosper.

24th July, 1893.

Wm. H. Oliver, M.A , Chicago, U. S. A.

Canadian Americans who examine the Ontario Exhibit at the Columbian Exhibition will feel gratified by the character and extent of the display, and more than satisfied by the artistic manner in which its various items have been arranged. Having once seen it themselves they will probably take pride in introducing their fellow citizens to the department that more Americans may see for themselves what free schools are accomplishing in free Canada.

28th July, 1893.

Wm. A. Shaw, Vice-President, Mechanics Institute, Tilbury, East.

I had great pleasure in visiting Ontario's Exhibit at the World's Fair to-day, and was more particularly pleased with the Mechanics' Institutes Exhibit, which was courteously presided over by Dr. May. The Exhibit is more than creditable to the great Province of Ontario, and the Exhibit is more than unique in that there is nothing else of the kind on the grounds.

3rd August, 1893.

B. Rothwell, Principal, Public School, Chatham, Ont.

As a Canadian I am proud of our Educational Exhibit at the World's Fair. The specimens of art work done in our schools is at once a revelation to those who visit the Fair, and an inspiration to those engaged in education.

Particular notice should be taken of the Exhibits from the Institute for the Blind at Brantford, and the Asylum for Idiots at Orillia. It is a matter for great thankfulness that such interest is taken by our Government in that portion of our youthfu population, who are being educated in these Institutions.

August 7th, 1893.

T. M. Henry, Principal, Collegiate Institute, Napanee, Ont.

The Educational Exhibit made by the Educational Department of Ontario is unique. Every department of instruction from the Kindergarten to the highest work of the Colleges and Universities is represented, and does full credit to the most of the work done in our Province. The arrangement is excellent and reflects great credit on those who have had this matter in charge. Many encomiums are elicited from the visitors from the fact that our system is a unit.

August 7th, 1893

R. Alexander, School Inspector, Galt, Ont.

The Ontario Educational Exhibit is a credit to the Province and the manner in which it is arranged reflects credit on the Director, Dr. May.

August 10, 1893.

R. Mathison, Superintendent, Institution for the Deaf and Dumb, Belleville, Ont.

Allow me to express my appreciation of your courtesy in taking so much trouble in pointing out to me the various exhibits of Ontario in the Educational Department at the World's Fair. I came away feeling prouder than ever of our Province, her educational system and the results to be attained by good students.

The Ontario exhibits so systematically arranged, speak volumes for themselves and the experience which planned their classification give evidence of the touches of a master hand.

10th August, 1893.

W. J. Carson, School Inspector, London, Ont.

I have gone carefully over the Educational Exhibit and compared it with exhibits of the rest of the world, I find that we stand well to the front and I have determined to go home and to apply the new ideas I have gathered, so that I may assist the rising generation to surpass anything that has been done up to the present.

10th August, 1893.

A. Burns, President of Ladies College, Hamilton, Ont.

I have examined the Educational Exhibit of Canada, and especially of Ontario, and am delighted with all of it. Our Province has reason to be proud of every Department of her school system.

Too much praise cannot be given to Mr. Awrey, the Commissioner, and to Dr. May, the Director of the Ontario Exhibit.

11th August, 1893.

N. J. Wellwood, Principal, High School, Oakville. Ont.

Having examined the Exhibit of fine arts, etc., of Ontario, I can say without fear of contradiction that it quite surpasses the expectations of its most ardent admirers, a state of matters to which Dr. May contributes an important part by the arrangement of the different parts.

August, 1893.

TESTIMONIALS FROM THE PRESS.

Ontario Leads.

Awards Captured by the Education Department at the World's Fair—High Tribute Paid to the Ontario Schools.

The awards so far as completed have just been announced, and the Government of Ontario may justly feel proud of the success of its educational exhibit. The Commissioner says he understands that Ontario has the only award given for a complete system

of education from the kindergarten to the university. The judges laid particular stress upon the regulations made by the Education Department of Ontario, which makes the provincial school system so perfect in its uniformity.—*Toronto Mail*, 15 Nov., 1893.

A Good Showing.

Complete List of Awards Taken by the Ontario Education Department at the World's Fair.

When the awards of the Education Department were reported two weeks ago, it was intimated that they were not complete with respect to the Separate Schools. The Department has received the complete returns, which we now publish, and congratulate the Department and the teachers and pupils of this Province on their brilliant achievements and wonderful success in capturing so many awards when in competition with so many older and wealthier nations, who, as stated by prominent educationists, had the largest and most complete selection of educational work and appliances ever collected together.—*Toronto Mail*, 2 Dec , 1893.

Sama, on "Canada at the World's Fair." "Without conceit we may be proud of the educational exhibit."

Here is shown the work done in the Public Schools, from the kindergarten to the university, including the text books and appliances which are used therein. Unfortunately, there seems to be no exhibit sent from the Toronto Public Schools, although otherwise the Ontario exhibit is a splendid one, and is most attractively arranged. It would be impossible for me to mention all the points of excellence to be found here, but I cannot help alluding to the display of the Hamilton kindergarten, De la Salle Institute, Model School of Toronto, the Blind Institute of Brantford, that from the Institute for the Feeble-Minded in Orillia, and the work sent from the several art schools, which latter has wisely been shown on walls made of deep-crimson cloth.—*Toronto Globe.*

The World's Fair.

Sir Richard Webster on the Ontario Educational Exhibit.

World's Fair Grounds, Chicago, Sept. 27.—Sir Richard Webster, Chairman of the British Royal Commission to the World's Columbian Exposition, has been thoroughly exploring the fair during the past week. The distinguished British statesman, having completed the rounds of the exhibit courts of the different Provinces of the Dominion, was asked what he thought of their displays. Sir Richard unhesitatingly declared that he was astonished both as to the magnitude and perfection of most of the exhibits, but said what struck him most forcibly was the Ontario educational exhibit in the gallery of the Liberal Arts building. Further, he expressed the opinion that it was one of the most beautiful and instructive in the whole exhibition. He thought Ontario's the only exhibit that at all approached his ideal of what an educating exhibit should be, for he considered it the most perfect in arrangement, and explanatory in a simple and satisfactory way of the finest practical system of public education, from the kindergarten to the university, that the world affords to-day.

General Eaton, Ex-Commissioner of Education, United States.

I was so much pleased with the wonderful exhibit of school appliances made by the Education Department of Ontario at the Centennial Exhibition in 1876, that I subsequently visited Toronto for the purpose of studying the school system, and examining the school apparatus, etc., in the Educational museum, my opinion of the excellence of both was so good that I am not the least surprised to find the exhibits from the Ontario Education Department second to none in the world.

APPENDIX O.—*MISCELLANEOUS.*

1. Maps, Charts, etc., Distributed Gratuitously to Poor Schools from 1886 to 1893.

1886	No. of Maps, Charts, etc.,	819	Value	$1,892 75
1887	do	795	do	939 75
1888	do	363	do	880 25
1889	do	282	do	726 75
1890	do	329	do	653 25
1891	do	132	do	418 50
1892	do	153	do	453 50
1893	do	374	do	881 50
	Total number distributed	3,247	Value of same	$6,846 25

THE HIGH SCHOOL LEAVING AND UNIVERSITY MATRICULATION EXAMINATIONS.

2. Members of the Joint Board and Board of Examiners for 1893-4.

Joint Board.

Under the provisions of the Statute No. 227 of the University of Toronto, the following gentlemen were appointed members of the Joint Board for 1893-4.

By the Senate of the University.

The Hon. Edward Blake, Q.C., Chancellor.
William Mulock, Esq., M.P., Q.C., Vice-Chancellor.
James Loudon, Esq., M.A., President.
John Galbraith, Esq., M.A., Principal, School of Practical Science.

By the Minister of Education.

John Millar, Esq., B.A., Deputy Minister of Education.
John E. Hodgson, Esq., B.A., High School Inspector.
John Seath, Esq., B.A., High School Inspector.
Henry B. Spotton, Esq., M.A., High School Representative on the Senate.

Board of Examiners Appointed by the Joint Board.

English, History and Geography:

W. J. Alexander, Ph.D.
A. Carruthers, B.A.
W. Tytler, B.A.

Classics:

A. J. Bell, Ph.D.
W. Dale, M.A.
W. S. Milner, B.A

THE HIGH SCHOOL, NEWMARKET, ONT.

Mathematics:

A. T. DeLury, B.A.
N. F. Dupuis, M.A.
A. C. McKay, B.A.

French and German:

E. L. Horning, Ph.D.
J. Squair, B.A.
A. H. Young, B.A.

Physics, Chemistry and Biology:

R. R. Bensley, B.A., M.B.
C. A. Chant, B.A.
A. P. Knight, M.A.

F. N. NUDEL,
Registrar, and Secretary of Board.

III.—List of Principals and Assistants of High Schools (Including Collegiate Institutes), December, 1893.

Collegiate Institutes.	Principals and Assistants.			Date of Appointment.	Salary.
	Name.	Degree or Certificate.	Specialists.		
					$ c.
Aylmer	Rutherford, Walter W	B.A., Tor	Math	1883	1400 00
	Cole, James McLarty		Sci	1891	900 00
	Messmore, Franklin	B.A., Tor	Class	1892	900 00
	Hume, Wallace C	B.A., Tor	Eng. (Interim)	1893	800 00
	Stewart, Etta Murray	B.A., Tor	Eng., Fr., Ger	1890	650 00
Barrie	Redditt, Thomas H	B.A., Tor	Eng., Fr., Ger	1893	1300 00
	Hay, Andrew		Math	1882	1000 00
	Milden, Alfred William	B.A., Tor	Class	1889	900 00
	Minns, James Edward	B.A., Vic	Math., Sci	1893	800 00
	Laidman, Allan W			1893	700 00
Brantford	Burt, Arthur W	B.A., Tor	Eng., Fr., Ger	1893	1800 00
	Passmore, Samuel F	M.A., Tor	Class	1885	1100 00
	Hoag, James P		Eng., Math.	1893	1100 00
	Coates, Daniel Harsnm	B.A., Tor	Math	1893	1100 00
	Bunnell, Effie Maria	B.A., Tor	Eng., Fr., Ger	1891	1000 00
	Hamilton, James Reid	B.A., Tor	Sci	1893	1000 00
	Scott, Robert H			1892	750 00
Brockville	Barron, Robert Armour	B.A., Tor	Class, Eng., Fr., Ger	1893	1500 00
	McQueen, William	B.A., Tor	Math. (Interim)	1893	1000 00
	Copland, James Stuart	B.A., Tor	Sci	1889	1000 00
	Ross, Ralph	B.A., Tor	Class	1891	1000 00
	Giles, Anna Edith			1890	600 00
	Green, Laura Lovette	B.A., Tor	Eng., Fr., Ger. (Interim)	1894	700 00
Chatham	Paterson, David Smith	B.A., Tor	Eng., Fr., Ger	1888	1500 00
	Twohey, William J. J	M.A., Tor	Class	1885	1100 00
	Taylor, Wilson	B.A., Tor	Math	1893	1200 00
	Knox, Andrew Alexander	B.A., Tor	Sci	1888	1050 00
	Platt, Claribel	B.A., Tor	Eng., Fr., Ger	1893	850 00
	Dippel, Moses G			1894	800 00
	Cairns, James Frederick		Class	1888	700 00
Clinton	Houston, John	M.A., Tor	Eng., Fr., Ger	1892	1200 00
	Rand, Wilfred Erle	B.A., Tor	Math	1892	800 00

	McLean, Ebenezer M.....(Interim)		Sci	1894	800 00
	McKee, George Albert		Class	1892	800 00
	O'Connor, Alice			1893	500 00
Cobourg	Mitchell, George Winter	M.A., Queen's	Class	1891	1200 00
	Odell, Albert		Math	1893	900 00
	Mott, Nellie	B.A., Tor	Eng., Fr., Ger	1892	900 00
	Arthur, Colin Clayton	M.A., Queen's	Sci. (Interim)	1893	900 00
	Horton Charles W		Eng. (Interim)	1893	700 00
Collingwood	Williams, William	B.A., Tor	Eng., Fr., Ger	1873	1400 00
	Galbraith, Daniel Ernest	B.A., Tor	Class	1893	900 00
	McMurchy, Norman	B.A., Tor	Sci	1893	950 00
	Hammill, George	B.A., Tor		1892	900 00
	Shantz, Allan B.....(Interim)			1894	550 00
Galt	Carscadden, Thomas	M.A., Tor	Eng	1885	1750 00
	Logan, Charles James	B.A., Trin	Class	1883	1200 00
	Wright, Arthur Walker	B.A., Tor	Fr., Ger	1886	1100 00
	Lochhead, William	B.A., McGill	Math., Sci	1889	1100 00
	DeGuerre, Ambrose	B.A., Tor	Math	1890	1100 00
	Evans, William Edwin			1892	750 00
Goderich	Strang, Hugh Innis	B.A., Tor	Class	1871	1300 00
	Moore, Alvin Joshua	B.A., Tor	Math	1880	950 00
	Charles, Henrietta	B.A., Tor	Eng., Fr., Ger	1889	1000 00
	Hooper, Ralph E	B.A., Tor	Sci. (Interim)	1893	800 00
	Aiken, Malinda E.....(Interim)			1893	600 00
	Cameron, John S			1893	700 00
Guelph	Davison, James	B.A., Vic	Math	1892	1400 00
	Campbell, John	M.A., Vic	Class	1885	850 00
	Hill, Ethelbert Lincoln	B.A., Tor	Sci	1889	1000 00
	Robson, Jessie Holmes	B.A., Tor	Eng., Fr., Ger	1892	800 00
	Charlesworth, John William			1888	700 00
	Dobbie, William James			1892	800 00
Hamilton	Thompson, Robert Allen	B.A., Tor	Math	1886	1800 00
	Turner, John Burgess	B.A., Queen's	Math., Sci	1885	1400 00
	Paterson, Andrew	M.A., Trin		1874	1200 00
	Crawford, John Thomas	B.A., Tor	Math	1889	1000 00
	Logan, William McGregor	B.A., Tor	Class	1892	1000 00
	Hogarth, Eber Septimus	B.A., Tor	Eng., Fr., Ger	1892	1000 00
	Sykes, William John	B.A., Vic	Eng., Fr., Ger	1892	1000 00
	Gill, James	B.A., Tor	Math	1892	1000 00
	Brown, Oliver Jenison	M.A., Vic		1881	1000 00
	Morgan, Sydney Albert	B.A., Tor	Class	1891	1000 00
	Doxsee, William Morley	B.A., Vic	Math. (Interim)	1893	800 00
	Lochead, Lachlin Truman	M.A., Vic		1890	800 00
	Asman, Henry Oldrid Evison	B.A., London, Eng		1891	800 00
	Davidson, Margaret Cheyne			1876	750 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1893.—*Continued.*

Collegiate Institutes.	Principals and Assistants.			Date of Appointment.	Salary.
	Name.	Degree or Certificate.	Specialists.		
					$ c.
Hamilton.—*Con*	Johnston, George Lang			1888	800 00
Ingersoll	Briden, William	B.A., Queen's	Class., Eng	1886	1200 00
	Govenlock, William M	B.A., Tor	Math. (Interim)	1893	850 00
	Phelps, Frances G	B.A., Tor	Fr., Ger	1891	800 00
	Gundry, Arthur P		Sci	1894	950 00
	Norman, Lambert			1893	750 00
Kingston	Ellis, William Stewart	B.A., Vic	Math., Sci	1893	1600 00
	Irvine, William Henry	B.A., Queen's	Math	1883	1000 00
	Sliter, Ernest Oscar	B.A., Tor	Class	1888	1100 00
	Dales, John Nelson	B.A., Tor	Fr., Ger	1889	1100 00
	Cameron, John A			1893	800 00
	Graham, Emma Jane		Eng	1893	900 00
	Baker, Hattie M	B.A., Queen's		1894	650 00
	Cornyn, John H	B.A., Tor		1894	750 00
Lindsay	Harstone, John C	B.A., Tor	Math	1886	1400 00
	Stevens, W. H	B.A., McGill	Sci	1889	1100 00
	Hardy, Edwin A	B.A., Tor	Eng., Fr., Ger	1889	1000 00
	Shipley, Frederick William	B.A., Tor	Class. (Interim)	1893	900 00
	Harrington, James T			1890	725 00
	Hillock, Julia Sine	B.A., Tor	Fr., Ger. (Interim)	1893	900 00
	Head, John			1880	800 00
London	Merchant, Francis Walter	M.A., Vic	Math., Sci	1891	2000 00
	Little, Robert A	B.A., Tor	Class	1886	1200 00
	Gray, Robert A	B.A., Tor	Math	1887	1200 00
	Radcliffe, Samuel John	B.A., Tor	Eng., Fr., Ger	1891	1100 00
	Ferguson, William C	B.A., Tor	Eng., Fr., Ger	1892	1100 00
	McClement, William T	M.A., Queen's	Sci	1892	1100 00
	Hotson, Alexander	M.D., Western	Sci	1880	1100 00
	Galbraith, Daniel Ernest	B.A., Tor	Class	1894	1000 00
	Stephenson, Orlando J	B.A., Tor	Eng. (Interim)	1894	1000 00
	Wilson, Nicholas			1866	1000 00
	Andrus, Guy A			1888	1000 00
	Porter, Thomas			1892	900 00

	Jones, Samuel J.			1892	900 00
	Edwards, Clarence B			1894	900 00
	Hanson, Fannie M			1886	700 00
Morrisburg	Jamieson, James S	M.A., Vic	Eng	1882	1100 00
	Smith, Allan C		Eng	1882	800 00
	Kerr, Edith M	B.A., Vic	Eng., Fr., Ger	1891	800 00
	Massey, Arthur W	B.A., Vic	Math., Eng.	1892	800 00
	Ross, Alexander H. D	M.A, Queen's	Math., Sci	1893	800 00
	Teskey, Edith A (Interim)	M.A., Tor	Class	1893	800 00
Napanee	Henry, Thomas McKee	B.A., Tor	Maths	1890	1400 00
	Lang, Augustus Edward	B.A., Vic	Eng., Fr., Ger	1889	1100 00
	Morden, Gilbert Walworth	B.A., Queen's	Sci	1890	1000 00
	Colling, James	B.A., Tor	Class	1890	1000 00
	Nicol, Margaret A			1892	600 00
	Smith, Maggie			1892	600 00
Ottawa	Macmillan, John	B.A., Tor	Eng	1881	2200 00
	Jolliffe, Orion John	B.A., Vic	Class	1884	1600 00
	McDougall, Alexander Hiram	B.A., Tor	Math	1889	1500 00
	Scott, Colin A	B.A., Queen's	Sci	1887	1300 00
	Guillett Cephas	B.A., Vic	Eng., Fr. Ger	1890	1500 00
	Libby, Walter Henry	B.A., Vic	Eng	1891	1200 00
	Stothers, Robert			1887	1100 00
	Wallace, James E			1883	1100 00
	Sidey, Thomas K	B.A., Vic		1892	950 00
	Scott, Bessie M			1892	650 00
Owen Sound	Jenkins, William H	B A., Tor	Sci	1890	1500 00
	Carrie, Mervyn Edward		Math	1881	1200 00
	Packham, James Henry	B.A., Vic	Math., Commercial	1884	1100 00
	Burgess, Herbert H		Eng	1892	1000 00
	Craig, Minnie			1891	700 00
	Northwood, Arthur P	M A., Tor	Eng. (Interim), Fr. Ger	1892	1100 00
	Parker, Francis R	B.A., Queen's	Class	1892	1100 00
	Brough, Thomas Allardyce	B.A., Queen's	Eng	1893	1100 00
	Shields, Alfred J (Interim)			1894	700 00
Perth	Paterson, Richard Allan	B.A., Tor	Math	1890	1250 00
	Stevenson, Louis	B.A., Vic	Math., Sci	1889	1050 00
	Hardie, William	B.A., Tor	Class	1892	900 00
	Woods, Emma Orilla	B.A., Vic	Eng., Fr., Ger	1890	850 00
	Edmaston, James A			1893	800 00
Peterborough	Fessenden, Cortez	M.A., Trin	Math	1890	1700 00
	Fife, James A	B.A., Tor	Math., Sci	1887	1100 00
	Jeffries, John	B.A., Tor	Eng., Fr., Ger	1890	1100 00
	Drope, William John	B.A., Vic		1890	950 00
	Marty, Sophia		Fr., Ger	1892	900 00
	O'Brien, Michael			1892	900 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1893.—*Continued.*

Collegiate Institutes.	Principals and Assistants. Name.	Degree or Certificate.	Specialists.	Date of Appointment.	Salary.
					$ c.
Peterborough.—*Con*	Kenner, Henry R. H	B.A., Tor	Class	1893	900 00
Ridgetown	Little, John George	B.A., Tor	Math	1889	1300 00
	Smith, James Harvey	M.A., Queen's	Sci	1888	900 00
	Willson, Annie	B.A., Tor	Eng., Fr., Ger	1892	800 00
	French, Frederick William	B.A., Tor	Class	1893	850 00
	Keillor, James			1892	600 00
Sarnia	Grant, David M	B.A., Tor	Class	1885	1300 00
	Campbell, Alexander	B.A., Tor	Math	1890	1000 00
	Corbett, Lewis C	B.A., Tor	Eng., Fr., Ger.	1891	1100 00
	Corkhill, Edward James	B.A., Tor	Sci	1891	1000 00
	Pottinger, Sylvia V			1878	750 00
Seaforth	Clarkson, Charles	B.A., Tor	Eng., Math., Sci	1887	1300 00
	Prendergast, William	B.A., Tor	Math	1890	1000 00
	Passmore, Albert D	B.A., Tor	Class	1894	1000 00
	Kirkman, Mrs Barbara		Fr., Ger	1884	700 00
	Cheswright, Richard C		Sci. (Interim)	1883	900 00
Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor	Class	1890	1500 00
	Malcolm, George			1890	900 00
	Marquis, Thomas Guthrie	B.A., Queen's	Eng	1891	1000 00
	Addison, Margaret E. T.	B.A., Vic	Eng, Fr., Ger	1891	800 00
	Cornwell, Leslie J	B.A., Tor	Math	1893	1100 00
	Pope, Frederick J	M.A, Queen's	Sci	1893	1000 00
	Dickinson, Arthur James			1891	800 00
Strathroy	Wetherell, James Elgin	B.A., Tor	Class., Eng	1883	1800 00
	Alexander, Luther Herbert	B.A., Tor	Eng., Fr., Ger	1893	1100 00
	Haight, Milton	B.A., Tor	Math	1893	1050 00
	Sinclair, John	B.A., Tor		1890	1000 00
	Reynolds, Aaron Kilbourne		Sci	1890	1000 00
	Henderson, Minnie			1893	650 00
St. Catharines	Henderson, John	M.A., Tor	Class	1872	1600 00
	Robertson, William John	B.A., Tor	Math	1874	1200 00

	McIntyre, Evan John	B.A., Tor	Eng., Fr., Ger	1886	1000 00
	Giffin James A	B A, Tor	Sci	1892	1100 00
	Walker, Francis A			1883	800 00
	Caverhill, Alexander E			1894	700 00
	Stevenson, William J			1892	650 00
St. Mary's	Martin, Stephen	B.A., Tor	Math	1889	1400 00
	Follick, Thomas Henry	M.A., Vic	Sci	1885	1000 00
	Riddell, Frank Pringle	B.A., Tor	Class	1885	1000 00
	Clayton, Adelaide Helena	B.A., Tor	Eng., Fr., Ger	1891	950 00
	Shepherd, Richard		Eng	1893	600 00
St. Thomas	Quance, Noah	B.A., Tor	Class	1891	1500 00
	Pakenham, William	B.A., Tor	Eng., Fr., Ger	1889	1200 00
	McGeary, John Henry	M.A., Tor	Math	1888	1200 00
	Marshall, John	M.A., Queen's	Eng	1892	1000 00
	Lees, Richard	M.A., Queen's	Sci	1894	1000 00
	Voaden, Arthur			1893	600 00
	Duff, James (Interim)			1894	500 00
Toronto (Harbord St.)	Spotton, Henry Byron	M.A., Tor	Class., Sci	1891	2500 00
	Hagarty, Edward William	B.A., Tor	Class	1891	1500 00
	Balmer, Eliza May	B.A., Tor	Eng., Fr., Ger	1891	1500 00
	Lawler, Gertrude	M.A., Tor	Eng., Fr., Ger., Math	1891	1500 00
	Smyth, Thomas H	M.A., Tor	Sci	1891	1500 00
	Cox, John Loane	B.A, Tor	Math	1892	1500 00
	Eldon, Robert Henry		Math., Commercial	1891	1500 00
	Forfar, Charles	B.A., Tor	Eng., Fr., Ger	1892	1000 00
	Little, David C	B.A., Tor	Class	1893	1000 00
	Kennedy, Lyman Aaron	M.A., Vic		1892	1000 00
	Bruce, Edward Wesley		Math	1892	1000 00
	Strath, Robert Smith	B.A., Tor	Math	1893	1000 00
Toronto (Jameson Ave.)	Embree, Luther Edmund	M.A., Tor	Class., Eng., Fr., Ger	1888	2500 00
	Smith, Gilbert Acheson	B.A., Tor	Sci	1889	1500 00
	Libby, Melancthon Fennessey	B.A, Vic	Eng	1890	1500 00
	Ryckman, Louise L	B.A., Tor	Class., Eng., Fr., Ger	1891	1500 00
	Birchard, Isaac J	M.A., Tor	Math	1893	1500 00
	Crawford, Henry J	B.A., Tor	Class	1894	1500 00
	Millar, James			1888	1500 00
	Wismer, John Anderson	M.A., Trin		1889	1500 00
	Spence, Nellie	B.A., Tor	Eng., Class	1889	1000 00
	Nugent, Wilbur W			1893	1000 00
Toronto (Jarvis St.)	MacMurchy, Archibald	M.A., Tor	Math	1872	2500 00
	Chase, George A	B.A., Tor	Eng., Fr., Ger	1889	1500 00
	Manley, Frederick Fitzpayne	M.A., Tor	Math	1874	1700 00
	Shaw, George Edmund	B.A., Tor	Eng., Fr., Ger	1876	1500 00
	Grant, Wilbur		Math	1880	1500 00
	McEachern, Peter	B.A., Tor		1880	1200 00
	Crawford, William Glover	B.A., Tor	Class	1872	1500 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1893.—*Continued.*

Collegiate Institutes.	Principals and Assistants. Name.	Degree or Certificate.	Specialists.	Date of Appointment.	Salary.
					$ c.
Toronto (Jarvis St.)—*Con.*	McEachern, Neil	B.A., Tor	Sci	1886	1500 00
	Thompson, Charlotte Emily			1874	1000 00
	MacMurchy, Helen			1880	900 00
	Thomas, Janie			1882	800 00
Whitby	Tamblyn, William Ware	M.A., Tor	Eng., Fr., Ger	1888	1300 00
	Hogarth, George Henry	B.A., Tor	Math	1890	900 00
	Hamilton, Robert S	B.A., Tor		1891	800 00
	Michell, William	B.A., Tor	Class	1892	800 00
	Henderson, Anson G	B.A., Tor	Commercial	1881	960 00
Woodstock	Hunter, David Hamilton	B.A., Tor	Class	1884	1500 00
	Griffin, Albert Dyke		Math	1882	1100 00
	Lennox, Thomas Hodgins	B.A., Tor	Sci	1886	1100 00
	Kerr, Charles Staples	B.A., Tor	Class	1889	1000 00
	Fair, Carrie	B.A., Tor	Fr., Ger	1892	1000 00
	Fletcher, William Hugh		Commercial	1892	750 00
	Fergusson, William Alexander			1893	750 00
High Schools.					
Alexandria	Young, Robert	B.A., Queen's		1894	900 00
	Hamilton, Daniel Munro			1894	600 00
Almonte	McGregor, Peter Campbell	B.A., Queen's	Class	1882	1100 00
	McPhail, Alexander C			1892	750 00
	Armour, Amy A			1893	600 00
	Clark, Nettie K (Interim)			1894	500 00
Arnprior	Craig, William Barclay	B.A., Queen's	Class., Eng	1891	1050 00
	Rutherford, Walter Richard	M.A., Tor	Class., Eng., Fr., Ger	1891	800 00
	Wickett, Maud			1893	700 00
Arthur	Stevenson, Andrew	B.A., Tor		1888	1050 00
	Coults, James A (Interim)			1894	550 00

Athens	Flach, Ulysses Jacob	M.A., Tor	Math	1888	1100 00
	McCormack, Joseph	B.A., Queen's		1894	800 00
	Blackwell, George Frederick			1893	600 00
	Hume, Nettie A.			1893	500 00
Aurora	Aubin, Alfred Lerrier	B.A., Oxon	Class	1893	1050 00
	Hall, Walter Allan			1890	700 00
	Simmonds, James Wilson			1892	700 00
Beamsville	Jardine, William Wilson	B.A., Tor		1892	800 00
	Ball, Kathleen Hester			1893	500 00
Belleville	Wright, George Sills	M.A., Tor		1882	1200 00
	Milburn, Edward Fairfax	B.A., Trin		1871	950 00
	MacRae, Jessie Carre			1888	600 00
	Clarke, Harry J. (Interim)			1892	700 00
	Knight, William W.			1892	800 00
Berlin	Connor, James William	B.A., Tor	Class., Eng	1870	1500 00
	Forsyth, David	B.A., Tor	Math	1876	1200 00
	Mueller, Adolf		Fr., Ger	1877	1100 00
	Sheppard, Frederick William		Eng	1889	800 00
Bowmanville	Fenwick, Murray M	B.A., Tor	Class	1888	1300 00
	Gilfillan, James		Sci	1880	900 00
	Witton, James Gayford	B.A., Tor	Math	1893	800 00
	Mackenzie, Mary A.	B.A., Tor	Fr., Ger. (Interim)	1893	800 00
Bradford	Waugh, John	B.A., Tor	Class	1892	1000 00
	McLean, Allan			1892	700 00
	Potts, Helene E. F			1890	600 00
Brampton	Murray, Alexander	A.M., Aberdeen	Math	1882	1200 00
	Fenton, William J	B.A., Tor	Class	1891	900 00
	Galbraith, William James		Fr., Ger	1887	900 00
	Howard, Edwy S	B.A., Vic	Eng. (Interim)	1892	900 00
	Smith, Innis J. (Temporary)			1894	650 00
Brighton	Grey, Jeremiah Wilson	B.A., Vict		1892	950 00
	Lambly, Marion K	Interim		1894	500 00
Caledonia	Street, Jacob Richard	M.A., Tor	Eng., Fr., Ger	1887	1050 00
	McRitchie, Alexander Robinson (Interim)	B.A., Tor		1893	750 00
	Skeele, James E.	B.A., Tor		1893	700 00
Campbellford	Shields, Alexander M	B.A., Tor		1889	1100 00
	Jewett, Alfred E	B.A., Queen's		1886	900 00
	Norris, James	M.A., Queen's		1893	700 00
Carleton Place	Patterson, William John	M.A., Queen's	Math	1892	1000 00
	Wilson, Harry E. (Interim)	B.A., Tor		1893	800 00
	McDonald, Neil			1889	650 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1893.—*Continued*

High Schools.	Principals and Assistants. Name.	Degree or Certificate.	Specialists.	Date of Appointment.	Salary.
					$ c.
Carleton Place.—*Con.*	Ross, Isabella M (Interim)			1893	500 00
Cayuga	Kinnear, Louis	M.A., Tor		1888	1000 00
	Stanley, Thomas E. H	B.A., Tor		1893	700 00
	Payne, John C	B.A., Tor		1894	500 00
Colborne	Bellamy, W	B.A., Vic		1892	925 00
	DeLany, Clara (Interim)	B.A., Vic		1894	600 00
Cornwall	Johnston, William D	B.A., Tor	Sci	1886	1300 00
	Nugent, James			1884	900 00
	Crewson, Joseph W	B.A., Vic		1888	900 00
	Spooner, Mary M	B.A., Queen's		1894	600 00
Deseronto	Knight, Adolphus G	B.A., Vic	Class., Eng	1890	1400 00
	Breuls, Ira D			1890	900 00
	Walker, Duncan	B.A., Tor	Math	1892	900 00
Dundas	Colbeck, Franklin Charles	B.A., Vic	Class., Eng	1889	1200 00
	Hill, Richard J			1891	800 00
	Panton, Agnes Wilkie			1892	500 00
Dunnville	Croly, John Edgar	M.A., Tor		1890	900 00
	Brown, Malcolm D			1888	750 00
	Cooke, John A	B.A., Queen's	Class	1891	750 00
	Robertson, George D			1892	600 00
Dutton	Skinner, Daniel Spencer	B.A., Tor	Sci	1893	1000 00
	Newman, George E	B.A., Queen's	Eng. (Interim)	1893	850 00
	Owen, Thomas A	B.A., Cantab		1893	700 00
Elora	Snell, Joseph A	M.A., Queen's	Math	1891	1000 00
	Ingall, Elmer E	B.A., Tor		1891	650 00
	Carter, Janet W	B.A., Tor	Fr., Ger. (Interim)	1893	500 00
Essex	Crassweller, Christopher L	B.A., Tor	Math	1888	1300 00
	Cushing, Alfred Bruce	B.A., Tor	Class	1893	700 00

	Lennox, Elizabeth E			1891	600 00
Fergus	Perry, Peter	M.A., Tor		1889	1000 00
	Campbell, Archibald L (Interim)			1894	650 00
	Libby, Minnie F	B.A., Vic		1893	500 00
Forest	Crosby, Alonzo Cyrus	M.A., Vic		1892	950 00
	Ross, Clarissa Alexandrina Blanche	B.A., Tor		1890	600 00
	Liebner, Earnest			1894	700 00
Gananoque	Smellie, William K. T	B.A., Tor	Nat. Sci	1882	1100 00
	Anderson, George R	B.A., Tor	Math. (Interim)	1893	700 00
	Matheson, John			1892	550 00
Georgetown	Gibbard, Alexander Hanna	B.A., Tor	Eng., Fr., Ger	1891	1100 00
	Coombs, Alfred Ernest	B.A., Tor	Class	1892	750 00
	Murray, Thomas (Interim)	B.A., Tor	Math	1893	600 00
	Wagar, Gardiner L	Interim		1893	500 00
Glencoe	Bald, William F	B.A., Tor	Class	1893	900 00
	Baker, Herbert W	B.A., Queen's		1893	750 00
	Bowman, Kate			1893	550 00
	Campbell, Martha L (Interim)			1893	450 00
Gravenhurst	Sherin, Frederick	M.A., Vic		1889	850 00
	Cumming, Lizzie			1893	500 00
Grimsby	Hunt, William Homer	B.A., Tor		1891	800 00
	Bryant, John Leslie	Interim		1894	475 00
Hagersville	McNicol, James	B.A., Tor		1892	1000 00
	Kaiser, Jesse B			1891	800 00
	Howard, John Franklin	B.A., Tor	Math. (Interim)	1893	650 00
Harriston	McMurchie, James	B.A., Tor	Math	1881	1300 00
	Schmidt, Otto L	B.A., Tor	Class	1885	1000 00
	Silcox, Sidney (Interim)	B.A., Tor	Sci (Interim)	1893	750 00
	Bingeman, Sylvia M			1892	600 00
Hawkesbury	Mills, John Hudson	M.A., Queen's	Class	1891	1000 00
	Millar, May			1891	500 00
Iroquois	Jackson, Joseph A	B.A., Vic		1893	1000 00
	Knox, Robert Hunter	B.A., Tor		1893	800 00
	Hare, Zella U. B	B.A., Tor		1893	600 00
	Ross, Nellie C	B.A., Tor		1893	500 00
Kemptville	Rose, Robert Charles	B.A., Tor	Math	1893	1000 00
	Dillane, William	B.A., Tor		1892	800 00
	Storey, William E (Interim)			1894	650 00
	Hayes, Charles (Interim)			1894	500 00
Kincardine	Perry, Samuel Walter	B.A., Vic	Class	1890	1300 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES) DECEMBER, 1893.—*Continued.*

High Schools.	Principals and Assistants.			Date of appointment	Salary.
	Name.	Degree or Certificate.	Specialists.		
Kincardine.—*Con.*	Gray, James	M.A., Tor		1890	950 00
	Graham, Robert George	B.A., Vic	Math	1892	900 00
	Farquharson, Robert A			1892	850 00
Listowel	Phillips, William Alexander	B.A., Tor	Eng., Fr., Ger	1892	1,000 00
	Irwin, William		Math	1888	800 00
	Treleaven, John Wesley	B.A., Tor		1892	700 00
Lucan	Mulloy, Charles Wesley	B.A., Tor	Class	1890	1,100 00
	McDonald, George L	B.A., Tor		1892	800 00
	Errett, Charles Francis			1893	600 00
Madoc	Watson, Alexander H	B.A., Tor		1889	1,100 00
	Davis, John S			1894	700 00
Markham	Reed, George Henry	B.A., Tor	Class	1890	1,000 00
	Maclean, Godwin Valentine	B.A., Tor	Math	1893	750 00
	McArthur, Christine M			1890	600 00
	Whitside, Carrie May			1893	500 00
Meaford	Mowat, Alexander	B.A., Tor		1893	1,000 00
	Bremner, Walter C. P (Interim)	M.A., Tor	Fr. Ger	1893	900 00
	Huff, Samuel			1891	725 00
Mitchell	Elliot, William	B.A., Tor	Math	1882	1,050 00
	Armstrong, William G (Interim)	B.A., Tor		1893	800 00
	Black, James S			1892	700 00
Mount Forest	Brethour, John Henry	B.A., Vic	Class	1891	1,100 00
	Snider, Eber Egerton	B.A., Vic	Math	1891	800 00
	Barber, Ella Ursula	B.A., Vic		1892	600 00
Newburgh	Nesbit, Ashton David	B.A., Queen's		1893	900 00
	Robertson, Alexander Morton			1891	600 00
	Dandeno, James Brown			1888	700 00
Newcastle	Davidson, Hugh	B.A., Tor		1888	850 00

	Smith, Margaret			1891	600 00
Newmarket	Dickson, John Elder	B.A., Tor	Class, Eng	1880	1,100 00
	Hollingshead, John Edwin			1884	650 00
	McKay, James Donald			1893	650 00
Niagara	Seymour, William Frederick	B.A., Tor	Math	1893	900 00
	Carnochan, Janet			1877	500 00
Niagara Falls	Dickson, James Dickson	B.A., Tor	Math	1893	1,200 00
	Fitzgerald, Elizabeth S	B.A., Queen's	Class	1893	1,050 00
	Walker, David M			1893	800 00
	Hillen, Lizzie M			1893	500 00
Niagara Falls, South	Orr, Robert Kimball	B.A., Tor		1891	900 00
	Kitchen, Charles Henry			1893	550 00
	Pook, Annie			1891	500 00
Norwood	Davidson, John	M.A. LL.B., Vic	Class	1882	1,100 00
	Garratt, Mina			1893	650 00
	Campbell, Mary			1892	650 00
Oakville	Wellwood, Nesbit John	B.A., Tor		1877	1,050 00
	Lusk, Charles Horace	M.D		1871	750 00
Omemee	Page, Thomas Otway	B.A., Tor		1893	825 00
	Shepard, Frank E (Interim)			1894	550 00
Orangeville	Steele, Alexander	B.A., Tor	Eng., Math	1879	1,400 00
	Clark, Joseph Campbell	B.A., Tor	Class	1892	800 00
	Hogg, John L			1892	675 00
	Moir, Mary Ann			1888	500 00
Orillia	Ryerson, Jesse	B.A., Tor		1881	1,200 00
	Waterworth, Minnie Della	B.A., Tor	Eng., Fr., Ger	1891	800 00
	Thomson, David	B.A., Tor		1893	720 00
	McConachie, R. G			1892	800 00
Oshawa	Smith, Lyman C	B.A., Vic	Class	1882	1,300 00
	Slemon, Edward T	B.A., Vic	Math	1892	950 00
	Henderson, Margaret Eadie			1879	700 00
	Panton, Jessie R. H			1886	700 00
Paris	Acres, Jonathan William	B.A., Trin		1857	1,100 00
	Armstrong, George H			1875	900 00
Parkhill	Bigg, Edmund Murney	M.A., Tor	Sci	1877	950 00
	May, William F			1886	750 00
	Reid, Robert (Interim)	B.A., Tor		1893	650 00
Pembroke	Halliday, Harry	B.A., Queen's		1891	1,050 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES) DECEMBER, 1893.—*Continued*

High Schools.	Principals and Assistants.			Date of appointment.	Salary.
	Name.	Degree or Certificate.	Specialists.		
					$ c.
Pembroke.—*Con*	Freer, Benjamin J. M	M.A., Trin		1894	800 00
	Cloney, Sarah Louise		Fr., Ger. (Interim)	1893	700 00
Petrolea	Bell, John Johnston	B.A., Tor		1888	1,100 00
	Clyde, William	M.A., Queen's		1888	1,050 00
	Montgomery, William	B.A., Tor	Math	1889	900 00
	Graham, William Henry	B.A., Tor	Eng. Fr. Ger	1891	900 00
Picton	Dobson, Robert	B.A., Vic	Math	1880	1,200 00
	Rogers, James C			1893	900 00
	Selwood, Frederick Shelton		Sci. (Interim)	1893	750 00
	McDonald, James (Interim)	M.A., Queen's		1894	700 00
Port Arthur	Law, William H	B.A., Vic		1887	1,200 00
	Morgan, James William		English	1890	1,000 00
Port Dover	Hicks, David	B.A., Tor		1894	800 00
	Seaton, Edward T			1890	700 00
Port Elgin	Lillie, John Turner	B.A., Vic	Class	1889	1,200 00
	Innes, Alexander R			1892	750 00
	Auld, Charles			1891	600 00
Port Hope	Purslow, Adam	M.A., LL.D., Vic	Eng., Fr., Ger	1865	1,300 00
	Kirkconnell, Thomas A			1888	1,000 00
	Galbraith, Robert			1892	800 00
	Ross, Charlotte	B.A., Tor	Eng., Fr., and Ger. (Interim)	1893	800 00
Port Perry	McBride, Dugald	B.A., Vic		1871	1,400 00
	Stone, George			1883	850 00
	Howson, Emeline Bertha			1893	600 00
	Birchard, Alexander F (Interim)			1893	600 00
Port Rowan	Pugsley, Edmund	B.A., Vic		1893	850 00
	Hutt, Jennie (Interim)			1893	500 00
Prescott	McPherson, Moses	M.A., Vic		1871	1,000 00

	Richardson, Robert J			1893	600 00
Renfrew	McDowell, Charles	B.A., Queen's	Math	1879	1,000 00
	Robeson, William (Interim)	B.A., Mtba.		1894	800 00
	Wisener, Carrie			1894	600 00
Richmond Hill	Robertson, Neil	B.A., Tor		1893	1000 00
	MacLean, Allan E			1892	600 00
Simcoe	Christie, James Douglas	B.A., Tor	Eng., Fr., Ger	1889	1300 00
	Furlong, Thomas Henry			1888	750 00
	Mabee, George Elliott	B.A., Tor		1893	600 00
	Lingwood, Frederick H			1893	650 00
Smith's Falls	Houston, John Arthur	M.A., Trin	Math	1887	1200 00
	Anderson, Edward Albert	B.A., Dublin		1889	900 00
	Brown, Percy W (Interim)			1893	600 00
	Beatty, Isabella J			1892	500 00
Smithville	Tremeer, James	B.A., Vic	Class	1890	950 00
	Falconer, Charles S			1893	600 00
	Aitchison, Belle			1894	400 00
Stirling	Reid, Joseph	M.A., LL.B., Tor.	Class	1887	1000 00
	Kennedy, George E	B.A., Vic		1893	700 00
Streetsville	McGregor, John Ormond	M.A., Tor		1891	800 00
	Donaldson, William (Interim)			1894	600 00
Sydenham	Johnston, Joshua Reynolds	B.A., Queen's	Math	1892	1100 00
	Harvey, William Blakeley			1889	800 00
	Bishop, Charles P			1893	550 00
Thorold	McCulloch, Andrew	M.A., Queen's		1877	1100 00
	Walrond, Thomas J			1889	750 00
Tilsonburg	Reavley, Arthur W	B.A., Tor		1886	900 00
	Standing, Thomas W	B.A., Tor	Math	1890	700 00
Toronto Junction	Robertson, John Charles	B.A., Tor	Class, Eng	1892	1200 00
	Gourlay, Richard	B.A., Tor	Class. Math	1893	1000 00
	Eastwood, Ida Gertrude	B.A., Tor	Eng., Fr., Ger	1892	1000 00
Trenton	Oliver, William	B.A., Tor	Sci	1882	1500 00
	Longman, Edwin		Math	1892	750 00
	Pattee, Mrs. Ada			1889	700 00
Uxbridge	Park, Henry George	B.A., Tor		1888	1000 00
	Ferguson, Miles		Math	1889	750 00
	Nelson, Arletta			1891	500 00
	Barr, Lydia			1891	500 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES) DECEMBER, 1893.—*Continued.*

High Schools.	Principals and Assistants.			Date of appointment.	Salary.
	Name.	Degree or Certificate.	Specialists.		$ c.
Vankleek Hill	Jamieson, Thomas	B.A., Vic	Math	1889	850 00
	Sawle, Emily			1892	575 00
	Might, Lincoln (Interim)			1892	650 00
	Shirriff, Robert Marshall (Interim)			1893	650 00
Vienna	Bonis, Harry	B.A., Tor	Class	1893	800 00
	Docker, William A (Temporary)			1894	500 00
Walkerton	Morgan, Joseph	M.A., Tor	Class	1881	1200 00
	Elliott, John	B.A., Queen's	Eng., Math	1889	1000 00
	Clark, Luther J			1892	800 00
	Willson, Herbert G (Interim)			1893	600 00
Wardsville	MacKay, John Walinck	M.A., B. Sc., Edin.		1893	800 00
	Krick, Philip, Hermann			1891	600 00
Waterdown	Freeman, John, Alex	B.A., Tor	Class	1893	800 00
	Martin, William E (Interim)			1893	600 00
Waterford	Phillips, Sylvanus	B.A., Vic	Math	1892	1200 00
	Clapp, Charles			1893	600 00
	McIntosh, William D (Interim)	B.A., Queen's	Eng. (Interim)	1894	600 00
Watford	Potter, Charles	B.A., Tor		1892	900 00
	Race, Wilfrid B			1893	600 00
	Mitchell, Jessie (Interim)	B.A., Tor		1893	500 00
	Knisely, Clara Evelyn (Interim)			1893	425 00
Welland	McCuaig, Herbert M	B.A., Queen's		1891	1100 00
	Lennox, John			1888	850 00
	Perry, Edith			1889	550 00
	Laven, Ada Frances			1893	540 00
Weston	Elliott, Thomas E	B.A., Tor	Eng., Fr., Ger	1890	1200 00
	Conklin, James D			1892	500 00
	McNish, Kate J (Interim)			1894	500 00

Wiarton	De La Matter, Henry	B.A., Tor		1892	1000 00
	McCready, Samuel B			1893	650 00
Williamstown	McKay, Donald	B.A., Tor	Class	1893	1000 00
	Bell, Frederick Henry	B.A., Tor	Eng. (Interim)	1893	650 00
	Stewart, Robert			1893	650 00
Windsor	Cody, William Stephen	B.A., Tor	Math	1893	1500 00
	Bald, May Belle	B.A., Tor	Class	1892	900 00
	Gavin, Frederick P		Sci. (Interim)	1892	900 00
	Climie, Jessie R	B.A., Tor	Eng., Fr., Ger. (Interim)	1893	900 00
	Munro, William N			1893	800 00

Recapitulation.

Number of Schools. Sex of Teachers.		Number of Teachers.		Salaries.		Universities, etc., of Masters.		Date of Appointment.
		Collegiate Institutes.		Collegiate Institutes.		Collegiate Institutes.		
Collegiate Institutes	35	Principals	35	Highest salary	$2,500 00	Toronto	130	1.....1857
High Schools	94	Assistants	213	Average " H.M	1,568 00	Victoria	26	1..... 1865
				" " A.M	1,068 00	Queen's	17	1.....1866
Total	129	Total	248			Trinity	4	5.....1871
				Average salary	$1,138 00	McGill	2	3.....1872
						British	1	1.....1873
						Interim	20	4.....1874
						Specialists	187	1..... 1875
								3..... 1876
Teachers.		High Schools.		High Schools.		High Schools.		5..... 1877
								1..... 1878
Gentlemen	445	Principals	94	Highest salary	$1,500 00	Toronto	102	3.....1879
Ladies	93	Assistants	196	Average " H.M	1,060 00	Victoria	30	8.....1880
				" " A.H	703 00	Queen's	24	8.....1881
Total	538	Total	290			Trinity	4	12..... 1882
				Average salary	$ 819 00	Manitoba	1	5.....1883
						British	5	6.....1884
						Interim	40	9.....1885
						Specialists	102	14.....1886
								12.....1887
		Grand Total.		Grand Total.		Grand Total.		30.....1888
		Principals	129	Highest salary	$2,500 00	Toronto	232	37.....1889
		Assistants	409	Average " H.M.	1,200 00	Victoria	56	38.....1890
				" " A.M.	892 00	Queen's	41	57.....1891
		Grand Total	538			Trinity	8	95..... 1892
				Average salary	$ 966 00	McGill	2	136..... 1893
						British	6	42.....1894
						Interim	60	528
						Specialists	289	

APPENDIX

TO THE

REPORT OF THE MINISTER OF EDUCATION

(ONTARIO.)

1893.

APPENDIX

TO THE

REPORT OF THE MINISTER OF EDUCATION

(ONTARIO.)

SPECIAL REPORTS MADE BY THE PUBLIC AND SEPARATE SCHOOL INSPECTORS ON THE EFFICIENCY AND CONDITION OF THE SCHOOLS UNDER THEIR SUPERVISION FOR THE YEAR 1893.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

TORONTO:
PRINTED BY WARWICK BROS. & RUTTER, 68 AND 70 FRONT STREET WEST.
1894.

TABLE OF CONTENTS.

Report of Inspector—	Inspectoral Division of—	PAGE.
Donald McDiarmid, M.D.	Glengarry	3
Alexander McNaughton	Stormont	5
Arthur Brown	Dundas	6
William J. Summerby	Prescott and Russell	8
Odilion Duford (Assistant)	"	10
Archibald Smirle	Carleton	11
William Johnston, M.A.	Leeds, No. 1	15
Robert Kinney, M.D.	" No. 2	17
T. A. Craig	" No. 3 and Grenville	18
Frank L. Michell, M.A	Lanark	21
Robert George Scott, B.A.	Renfrew	24
Wm. Spankie, M.B.	Frontenac	26
Frederick Burrows	Lennox and Addington	28
William Mackintosh	North Hastings	30
John Johnston	South Hastings	34
Gilbert D. Platt, B.A.	Prince Edward	38
Edward Scarlett	Northumberland	40
William E. Tilley, M.A.	Durham	41
James Coyle Brown	Peterboro'	43
Charles D. Curry, B.A.	Haliburton	45
James H. Knight	East Victoria	46
Henry Reazin	West Victoria	47
James McBrien	Ontario	49
A. B. Davidson, B.A.	North York	52
David Fotheringham	South York	55
Allan Embury	Peel	57
Rev. Thomas McKee	South Simcoe	59
James C. Morgan, M.A.	North Simcoe	61
Isaac Day	East Simcoe and Muskoka	64
J. Scott Deacon	Halton	67
Joseph H. Smith	Wentworth	69
Michael Joseph Kelly, M.D., LL.B.	Brant	72
James B. Grey	Lincoln	73
James H. Ball, M.A.	Welland	75
Clarke Moses	Haldimand	79
J. J. Wadsworth, M.A., M.B.	Norfolk	81
William Carlyle	Oxford	83
Thomas Pearce	Waterloo	87
David P. Clapp, B.A.	North Wellington	89

Report of Inspector—	Inspectoral Division of—	PAGE.
J. J. Craig	South Wellington	91
Nath. Gordon	Dufferin	94
Thomas Gordon	West Grey	96
Andrew Grier	East Grey	98
N. W. Campbell	South Grey	100
William Alexander	Perth	103
John Elgin Tom	South Huron	106
David Robb	North Huron	109
W. S. Clendening	East Bruce	111
Alexander Campbell	West Bruce	113
John Dearness	East Middlesex	115
Hugh D. Johnson	West Middlesex	118
Welburn Atkin	Elgin	120
Rev. W. H. G. Colles	East Kent	123
Wilmot M. Nichols, B.A	West Kent	125
Charles A. Barnes, B.A	Lambton, No. 1	127
John Brebner	" No. 2	129
Theodule Girardot	Essex No. 1	132
David A. Maxwell, M.A., LL.B., Ph. D	" No. 2	134
D. McCaig	District of Algoma	138
Rev. George Grant, M.A	" Parry Sound & Nipissing	139
	City of—	
Wm. Tytler, B.A	Guelph	141
W. H. Ballard, M.A	Hamilton	144
W. G. Kidd	Kingston	146
W. J. Carson	London	148
John McLean	St. Thomas	151
	Town of—	
Rev. A. McColl	Chatham	152
C. W. Chadwick	Forest	154
Rev. S. H. Eastman	Oshawa	155
J. W. Garvin, B.A	Peterboro'	157
Thomas Hilliard	Waterloo	160
James F. White	Separate Schools	162
Cornelius Donovan, M.A	"	166

CONDITION OF PUBLIC SCHOOLS, 1893.

CIRCULAR TO INSPECTORS OF PUBLIC SCHOOLS.

Sir,—The statistics furnished the Education Department from year to year while useful as a census of the schools of the Province, do not enable the general reader, and in some cases the Department itself, to form a satisfactory estimate of the progress, or of the defects in school-room work which come under the daily notice of the Inspector. The remarks of the Inspector which accompany the annual report, although useful and instructive, are sometimes too general to be of great service. In order, therefore, to form a basis for a report which would cover the most important points in school work, and at the same time give a very accurate conspectus of the school work of the Province, I submit a few outlines under each subject on the Public School course by way of suggestion to Inspectors. This outline need not be followed in detail. Other points of equal importance will no doubt occur to the Inspector which will serve my purpose quite as well as those suggested here. It is my intention to have these reports published as a supplement to the annual report of 1893, and, if possible, laid before Parliament during the coming session. For convenience of publication, judicious brevity and condensation are desirable, and without fixing arbitrarily any limit as to space, I am assuming that reasonably full answers can be given within the compass of from four to six pages of foolscap.

I shall be pleased to have your report before the 15th of February.

Yours truly,

Geo. W. Ross.

Toronto, January, 1894.

Suggested Outlines of Report.

Reading.—Is primary reading well taught? Is the phonic method used? What percentage of your teachers still adhere to the "look and say" method? Do any teachers use the alphabetical method? Has the character of the reading improved during the last ten years? What are the chief defects in reading?

What methods have been adopted to correct them? Are the teachers themselves good readers? Do pupils seem to understand what they read? What is the average number of reading lessons taught per day? Are the pupils given to home reading? Is dictation used for spelling purposes?

Arithmetic.—Are the simple rules of arithmetic well taught? Are accuracy and speed in addition made the subject of frequent drill? Is the multiplication table well taught? Do pupils state their work neatly? Do teachers use blackboards freely?

Geography.—To what features in geography do teachers give most attention? Is geography made an information lesson or a memory lesson? Are schools well supplied with wall maps? Are teachers dependent upon the text book? Is the geography of Canada and the British Empire well taught?

Grammar.—Is grammar taught incidentally from reading lessons and from mistakes in conversation and answers of pupils? Percentage of your schools who write "compositions" regularly? Percentage of pupils who can write fair composition? Defects in teaching grammar? Is it too formal? Too much a matter of memory?

History.—Is text book used by teacher in teaching history? Are pupils interested in this subject? Is much attention given to dates? What notice is taken of the great men and women of British History? Is history taught as an incentive to patriotism? Is the History of Canada well taught? Are its relations with the Empire made the subject of study? Do pupils read "side lights" on history? What are the defects in teaching this subject?

Writing and Drawing.—Has the penmanship of schools improved in the last five years? Is subject generally well taught? Is blackboard used in teaching? Suggestions, if any?

Physiology and Temperance.—Are pupils interested in this subject? Is it taught by conversation or by text book? Do teachers overload the pupils with details?

Agriculture—In what percentage of your schools is agriculture taught? Is the practical value of this subject kept before the pupils? Are pupils taught to give reasons for ordinary agricultural processes?

School Premises.—Are the premises kept in good repair by trustees? Are fences, out-houses and grounds generally in good order? Are school buildings in a good sanitary condition? Are they improving from year to year? Do local boards of health ever visit schoools?

Trustees.—Are trustees taking a greater interest in schools than formerly? Are they more ready to provide for the comfort of pupils? Do they visit the schools more frequently? Do they treat the teachers as a rule considerately?

Teachers.—Are teachers improving in culture, in professional skill, in personal neatness? Are they zealous? Do they teach thoughtfully? Is the discipline humane? Are they becoming better "character builders?" Is the profession rising in general estimation? Are teachers becoming more efficient as educators?

County of Glengarry.

D. McDiarmid, Esq., Inspector.

Reading.—In a small percentage of the schools a combination of the "look and say" and alphabetical methods may still be seen. The phonic method is now largely used. This, with the blackboard exercises and tablet reading lessons employed in imparting instruction to the pupils of the classes composing the junior division of form I, have been the means of giving a knowledge of the names and meaning of words so quickly that the pupils are able to read intelligently at a much earlier period of their school career than their predecessors were ten years ago. The ease with which new words can be named by very young pupils who are well grounded in the sounds of the letters, and the emulation caused by all the members of the class being individually and collectively asked to read the lesson placed before them on the blackboard or tablet, enable them to become thoroughly acquainted with the lesson before a new one is taken up. This knowledge of the old lesson is usually the guide observed for assigning new lessons to all the classes.

The chief defects observed in reading are the bad pronunciation of words and the non-observance of the rules for inflection and emphasis. The most serious is the first, and is due to the peculiar pronounciation of words acquired by the pupils from their elders and companions outside of the schoolroom, and influenced in no small measure by the Gælic and French spoken in many of the pupils' homes. A record of the errors is frequently kept in order to enable the teacher by repeated drills to fix permanently on the minds of the pupils the required correction.

The teachers read fairly well, but their limited acquaintance with the works of the best writers prevents them from giving the needed information to their pupils in cases which frequently meet them, such as the fragments of noted works, which form the principal lessons found in their readers.

Outside the matter contained in their books very little is assigned to the children for home reading. In their homes, magazines, the local and city newspapers, as well as books of various degrees of excellence, are read by them.

The number of reading lessons taught daily in the ungraded schools depends on the largeness or smallness of the attendance. In the small schools three or four are given to the pupils in forms I. and II. While in large schools in charge of one teacher the number ranges in three forms from two to three. Generally two lessons are given to the classes in form III. and one to those in form IV.

A knowledge of orthography is imparted by frequent exercises in dictation and oral spelling, to which is added the copying of their lessons on slates by the junior classes.

Arithmetic.—A decided change for the better is noticed in the methods of teaching this subject and in the results. Greater attention is paid in all the classes to the solving mentally a large number of suitable questions. Notwithstanding the greater ease acquired in the solution of problems than existed a few years ago, still there is much room for improvement in the correctness and neatness of the written work.

In order that teachers will pay the required attention to insure rapidity, neatness, and accuracy in the mechanical work, suitable questions, to test the pupils in this respect, have been placed on the papers in this subject, used at the yearly written uniform and promotion examination held in all the Public Schools in the county.

The multiplication table is well taught in all the schools. I never neglect to test the junior pupils as to their knowledge of it during my official visits. The blackboard is freely used in all the schools.

Geography.—The course laid down in the programme of studies prescribed for public schools forms the basis on which this subject is brought before the pupils of the various forms.

The definitions, physical features, and the political divisions, are impressed on the memory by blackboard and map exercises. The geography of Ontario is minutely taught, and special time devoted to that of Canada and the other portions of the British Empire.

Maps of the world, continents, Canada and Ontario, are generally found in the schools. The pupils are expected to be able to reproduce from memory the map of any country, or portion of a country, which they had previously studied.

Grammar is not so well taught as it was fifteen or twenty years ago. The teachers do not, as a rule, seem to have the grasp of elementary grammar which their predecessors had. Those who have lately entered the teaching profession appear to have only a very hazy knowledge of this subject.

In not a few schools the pupils cannot readily classify the words comprising a sentence, or give the function of its clauses and phrases. They are seldom able to give satisfactory reasons for their answers.

In addition to the regular lessons, the subject is taught casually from the reading lessons and mistakes occurring in conversation.

Compositions are handed in by all the children able to write, and form part of the regular exercises of the schools. These consist of the reproduction in the language of the pupils of stories which were read to them, or of the substance of some of their reading or history lessons.

In a large percentage of the schools very creditable compositions are written by the pupils.

History.—Canadian history is not so well taught as British history. The limited time in ungraded schools which can be devoted to the teaching of history, will only permit the pupils becoming acquainted with the most important landmarks which, however, are of benefit in causing some of them to read other works which deal more fully with the subject than their text book. Another difficulty in successfully teaching British history hitherto was, that the entire ground had to be gone over in a few months in order to give applicants for certificates of entrance to the High Schools a chance to pass the required examination in this subject.

The best teachers do not use text books when teaching. They are expected to come well prepared in the subject to be taught, and able to give the pupils the benefit of the knowledge obtained by them from the text book and kindred works.

There is not so much attention paid to the memorizing of dates as formerly, but these marking the occurrence of important events are firmly fixed in the mind.

The pupils are made familiar with the names of prominent persons who have figured in British and Canadian history, as well as the record of the events with which they were connected, and which made them famous.

Writing and Drawing.—The pupils are taught writing from the very commencement. Written exercises form part of their daily school duties, from which they have acquired a facility in rapidly and neatly committing to paper a record

of their ideas. Besides the permanent character of the writing of each pupil is sooner established than when the chief practice consisted in filling a page of the copy-book with as many fac-similes of the headline as it would contain.

The results in the teaching of drawing were not satisfactory. The pupils' book work was passibly fair, but the sketches made in the attempts to answer questions submitted at examinations in the subject, were almost invariably very crude.

Physiology and Temperance had, with a very few laudable exceptions, been taught in a very perfunctory manner. This was chiefly due to the want of a suitable text book. The excellent work on the subject lately authorized, in addition to a knowledge of the subject being required of pupils seeking admission to the High School, will, no doubt, be the means of compelling teachers to devote the time needed to this important branch.

Agriculture is seldom taken up as a study, notwithstanding the very suitable book treating of the subject which has been provided for use in the schools.

School Premises.—The school houses may be divided into three classes—good, middling and bad. The first embraces a fair number. The buildings are composed of good materials, well put together, and finished externally and internally in a workmanlike manner. These are comfortable, well-lighted and moderately well ventilated and provided with good school furniture. Some of these are included in the statistical report in the "log" class. They have, however, been outwardly sided with painted, planed pine lumber, and inside wainscotted or lathed and plastered. The second class includes the greatest number—the schoolhouses are good, if not so æsthetically constructed as those of class I. They are provided with substantial desks. The last class contains four, and are found in very weak school sections.

The outbuildings are generally provided, but do not receive the necessary care for keeping them in a good sanitary condition.

Local Boards of Health seldom visit the schools, but occasional complaints as to the unsatisfactory state of the outbuildings, will result in visits from the sanitary inspector.

Trustees as a rule desire to make provision for the comfort of the pupils. It is probable the adverse criticisms of the ratepayers when additions are made to the school taxes customarily paid, deter them from dealing more liberally with their teachers in the matter of salaries.

County of Stormont.

A. McNaughton, Esq., Inspector.

Reading.—Primary reading is fairly taught by teachers who have been recently trained in the Normal and Model Schools. These use the phonic method in instructing junior pupils. The 'look and say' method is still practised by a large proportion of the teachers. The prevalence of written examinations in recent years has, in my opinion, caused less attention to be paid to reading in the senior classes. There are at least two reading lessons per day taught to the junior and one to the more advanced classes.

Arithmetic.—The simple rules are fairly well taught. Due importance is given to accuracy and speed in mechanical work. The pupils are thoroughly drilled in the multiplication table. Blackboards are freely used by the teachers.

Geography.—A large share of the attention of teachers and pupils is given to map geography, so that pupils may be able to reproduce the principal physical features from memory. Prominence is given to Canada and the British Empire

Grammar.—Grammar is taught from the text book and incidentally from the reading lessons. Compositions are regularly prepared in a large percentage of the schools. Fairly good compositions are presented by pupils at the written examinations. I consider that the changes in text books and in the nomenclature of the classification of words have had an injurious effect upon the teaching of grammar. Less dependence upon the text book would be a decided improvement.

History.—History is usually taught from the text book. The pupils take an interest in the most important events, and memorize some of the principal dates. Prominence is given to the lives and deeds of persons who have distinguished themselves, or who have influenced public affairs during their own times. The principal events in the history of Canada and its relations with the British Empire are brought into prominent notice. As the connection of pupils with the Public Schools generally ceases with the passing of the entrance examination, the study of history may be said to reach only the initiatory stage.

Penmanship and Drawing have both improved during the last few years. The introduction of scribbling books had a deteriorating effect in previous years, but teachers are now learning how to counteract the evil tendency.

Physiology and Temperance are taught by conversations. The teachers use text books as guides, but pupils are not generally required to be supplied with them.

Agriculture receives but little attention except in a few schools. The number of classes in rural schools and the multiplicity of subjects on the programme prevent the teachers from devoting time to any subject which is not compulsory.

School Premises.—More attention is given to the care of school premises, although there is still much room for improvement in that direction. The buildings and surroundings are often neglected, and consequently get to be in a very unsanitary condition, but people are gradually learning the necessity of conforming to the laws of health.

Trustees.—The visits of trustees to rural schools are few and far between. I find them, however, reasonably willing to provide for the comfort of pupils and the ordinary requirements of the schools. Teachers are as a rule treated with due consideration.

Teachers.—The culture, training and status of the teachers are improving, but unfortunately there are not sufficient inducements held out to entice competent men to devote their lives to the profession as a permanent means of subsistence. We have never had better qualified men and women join the profession, but there never was a time when they seemed less inclined to remain in it. The ranks of the teaching profession would soon be filled with persons of high abilities and endowments if it were only rendered more remunerative and attractive.

County of Dundas.

Arthur Brown, Esq., Inspector.

The Schools.—That trustees are taking greater interest in the success of their schools is shown by more frequent visits, but by the greater care exercised in selecting experienced and thoroughly qualified teachers, by closer

attention to the comfort and equipment of the school room, and by their solicitude that their schools be kept open full term

The introduction, several years ago, of the uniform and promotion examinations, initiated and has ever since maintained, a better classification of pupils than could have been secured in any other way under the disadvantage of frequent changes of teachers. These examinations, liberally supported by the county councils, have done very much to promote the efficiency of teachers and the proficiency of pupils.

Readers.—If the scarcity of good readers, whether among teachers and pupils or on the platform and in the pulpit is the result of poor teaching of the subject, then that kind of teaching must prevail everywhere. There is, doubtless, not a little unskilful teaching in the primary classes. Third class teachers cannot be expected in part of a short Model School term, to get sufficient grasp of the theory and practice of phonetic methods to enable them to apply them afterwards in teaching primary reading in their own schools, even when circumstances are favorable. While they honestly try to make use of the methods outlined in the preface of the first readers, it is doubtful whether most of them would not have greater success with the old alphabetic mode by which they were themselves introduced into reading. A longer Model School term would be beneficial in this and other subjects, by giving increased opportunity for practice. Making one of the conditions of the renewal of third class certificates that the holder should pass the oral and written examination at the close of the ensuing Model School, would lead him to keep fresh his knowledge of theory and methods by continuing his professional reading.

Just as the manual dexterity required by a skilful pianist, must be acquired by incessant and long continued practice begun in early life, so what may be called the muscular suppleness, the vocal culture, necessary to good reading can be attained only by repeated and incessant oral practice, much more than school hours afford. It is astonishing to find how little entrance candidates seem to know of the meaning of ordinary words and phrases in those passages selected outside of the literature lessons, as tests of their ability to read, and this indicates clearly another reason why they read so poorly. Ability to read well, and a taste for reading cannot be acquired from the study of a dozen selections from the reader, nor even of the whole reader, and yet that is in many cases about all that is at the disposal of the pupils—there are, too often, no books in the home. It is in this respect that the withdrawal, years ago, of the Government grant of 100 per cent. on prize and library books was a calamity. School section libraries are things of the past. No more beneficial disposition of public funds could be made than to place each school section upon the same basis as Mechanics' Institutes, by adding 100 per cent. on sums even up to $10.00 invested by trustees in books for library purposes. A grant of this sort, even once in three or four years, would be of infinitely more service, of far greater educative value, than doubling the Legislative School Grant, for that would, in nine cases out of ten, mean little more than reducing the local taxation by that amount.

Grammar and Arithmetic are poorly taught, and are likely to be so, as long as entrance, primary and junior leaving candidates are permitted to pass on one third of the marks in those subjects. Why a candidate for the office of teacher should be allowed to make up for his weakness in subjects that he must teach, and which are the most important in the public school course, by a little extra knowledge of subjects that he has no occasion to teach, is an anomaly that ought not to be continued.

Geography is better taught than formerly—there is less slavish dependence on the book; more use of map and blackboard, and more attention to physical features, climate, productions, and commercial importance.

History is beginning to be taught better, because the ground to be covered is left somewhat more to the discretion of the teacher, there was, for a time, no longer an unlimited amount of work to be done in a limited time, and he could select those portions that could most profitably be taken up by the class. In the agitation over the question of British History, two things seem to have been overlooked. The first was that in teaching Canadian history, a considerable portion of British history was necessarily included, as much as could well be assimilated by the average fourth class pupil. The other was that the subject was still one for examination of the fifth class pupils at the public school leaving examination.

As for *Writing and Drawing*, it must be admitted that there is yet much more copying than teaching, as is evident from a comparison of the books presented by candidates at entrance, with the answer papers they put in. It would be an improvement to reduce the marks allowable for the books from twenty-five to ten.

In conclusion, something may be said in reference to the teachers themselves. It is to be regretted that so many yet engage in teaching as a temporary occupation, not as a profession. The consequence is that though they may do their work conscientiously, they have no motive to improve their professional knowledge and skill, their efforts in this direction being limited to taking a school journal and attending the meetings of the Teachers' Institute. The hope for improvement in this respect in this county is found in the fact that never before has there been manifested so general a desire on the part of the people that their children should have the advantage of good schools, schools under the charge of trained teachers. This is resulting in better remuneration for really growing and skilled teachers, better appreciation of their position and labors, and this will lead to more of those who have aptitude and liking for teaching adopting it as a life work.

United Counties of Prescott and Russell.

W. J. Summerby, Esq., Inspector.

Reading.—In no school work, perhaps has there been a greater advance in the last ten years than in the teaching of primary reading. The method followed is an eclectic one, combining the word and phonic methods. The first lessons are taught from the blackboard, in script; and phonic analysis comes in at an early stage.

A few of the older teachers still use the "look and say" method, but they are gradually finding that the new method gives better results, and are therefore adopting it.

If reading is the getting of thought from the printed page, then there has been an equally great advance in senior reading; for it is now a rare thing to find pupils reading what they do not understand.

In the vocal reading of the senior classes I cannot say that there has been any great improvement. Slovenliness of articulation is one of the worst faults, and I think that the drill in phonics in the lower classes must in time cure this.

Spelling is principally taught by transcription and writing from dictation, oral spelling is also used, but to a less extent than formerly.

Arithmetic.—As in the case of reading, younger pupils receive much more attention than in former years. They are taught to construct the addition and multiplication tables for themselves, and are then fairly well drilled upon them.

A good deal of really excellent work is done in the senior classes; though I have noticed in some instances a tendency toward too much empirical teaching. This probably comes from the unwise use of collections of test questions and the like.

Grammar and Composition.—Much more time than formerly is now given to actual practice in composition, with a result that a majority of the pupils from the second class upward can express their ideas reasonably well in writing.

Some time is wasted in trying to teach formal grammar to third class pupils, whose minds are generally too immature to receive benefit from lessons in this subject. It would be better, I think, to confine the pupil to practice in composition while he is in the third class, and to begin the study of formal grammar with the fourth class.

History.—In some of the schools history is well taught, and as a result the pupils take a lively interest in the subject. The teacher prepares his lesson by reading up the subject in various text books, and teaches orally, using the conversational method. Besides the authorized text book pupils have other histories for reference, frequently one or other of the various histories for children.

In the third class the work in this subject is not all satisfactorily done The fact is the subject as prescribed covers so large a field that the teacher does not know well how to attack it. It would be better if the teacher had some good collection of historical selections to guide him in senior third and junior fourth work.

Writing.—The best results in writing are found where the engraved headline copy books have been thrown aside and the subject is taught from the blackboard.

Physiology and Temperance are receiving increased attention, and are better taught since the new text book has come into use. No doubt this inceased attention is partly due to the fact that these subjects are now compulsory at the entrance and public school leaving examinations.

Agriculture.—The statistical report shows that one-half of our fourth class pupils have been studying agriculture. In many cases very little has been done; in others more. It is a subject in which it should be easy to interest pupils of the normal schools; but it is not likely to be popular with teachers and pupils while it is an optional subject that does not count at the examinations; and while the people seem to care so little about it.

School Premises.—In most of the schools there is some attempt at decoration with pictures and mottoes, and in summer flowers are pretty generally found in the windows. I am glad to be able to report that teachers are paying more attention to these things than formerly; but with a few commendable exceptions the outside premises do not receive the attention they deserve.

As a rule there is no special provision for ventilation outside the village schools. Teachers, however, do what they can to secure ventilation by means of the windows and doors.

Conclusion.—The very efficiency and smoothness with which the educational machine is running is, in a way, to be deplored; for there seems to be springing up something like indifference on the part of many of the trustees and people, who appear inclined to think that their whole duty in the matter has been done

when they have engaged a teacher and placed him in the schoolroom. All else is left to the teacher and the inspector. A little wholsome fault finding would be preferable to this.

Of course looked at from another point of view this apparent *laisser-faire* may be taken as proof that the people have little or nothing to find fault with, and that the teachers' work is well done.

Education is a subject that has received attention from the best minds in all ages, and it is not likely that we are so far superior to our forefathers that we are leaving them behind with leaps and bounds; but it would be a reflection on their teaching to say, as some do, that we are retrograding. In spite of many drawbacks there is much honest and intelligent work done in our schools, and we are certainly moving forward if it be but slowly.

United Counties of Prescott and Russell.

O. Dufort, Esq., Assistant Inspector.

Reading.—In handing you my report of the French-English public schools of Prescott and Russell, I beg to state that most of the teachers use the phonic method by means of the blackboard for the teaching of primary reading, while a few still adhere to the alphabetical method, but I have no doubt that this will soon be a thing of the past. The teachers are generally good readers, and I have no hesitation in saying that this subject is taught with much success. I notice that when pupils are taught from the beginning by the phonic method it is an easy task to bring them to read with expression as they advance. From the second class up pupils are trained to define words and give a brief resumé of the lesson. Oral spelling is taught daily to the first and second classes while written spelling is taught to the more advanced pupils.

Arithmetic.—The pupils are drilled every day in numeration, notation and mental arithmetic; objects or marks on the blackboard are used as a help to recognize the value of numbers.

Advanced pupils show a fair amount of skill in explaining the solution of problems, and are pretty fair in practical arithmetic. This applies to those schools that are under the management of efficient teachers.

Geography.—All the schools are well supplied with wall maps, but I regret to state they are not used as frequently as they should be. I regard them as altogether necessary for pupils to acquire a knowledge of the physical features of countries. I notice that pupils in many instances have some difficulty in tracing the course of rivers, mountains, and the relative position of places; this would be obviated by the frequent use of the maps. More attention is given to the geography of Canada than any other country. As a general rule the teachers adhere too much to the text book.

Grammar.—The construction of the French grammar being different from the English, the teachers cannot follow the same mode of instruction, and must have a continual reference to the book and the exercises corresponding to it. Therefore the teaching of this subject is too formal and too much a matter of memory.

Composition is mostly confined to simple letter writing, descriptions and reproduction of anecdotes or stories. Thirty per cent. is about the average of pupils able to write a fair composition.

History.—I must say that history does not receive the attention it should; the cause may be assigned to the pupils having to study from the English text book, and as their knowledge of English is yet somewhat limited, there is a lack of interest in the study of this subject. About twenty per cent. learn Canadian history and ten per cent. learn British history. I cannot say that this subject is taught as an incentive to patriotism.

Writing.—The copy books are neatly kept and the writing is generally good; it evinces much application in all the schools.

Drawing.—A few years ago drawing was not taught, and I had some difficulty in having it introduced, the parents being against it, thinking it was useless and a waste of time. Now I am able to state that fifty per cent. of the pupils are provided with drawing books, and it is taught from the board to junior classes.

Physiology, Temperance and Agriculture are not taught.

Premises.—During the last ten years six very commodious schoolhouses have been erected at a cost ranging from $1,000 to $2,200, and have been furnished with modern desks; others have undergone considerable repairs, and may be said to be in good order; suitable blackboards are found everywhere.

To my regret I must state that eight of the schoolhouses have still the ancient long tables and benches.

All the schools are neatly kept, and their sanitary condition is good so far as the means of ventilation are concerned; the window sashes are made to lower from the top, and that may be said to be the principal means of ventilation; the outhouses are for the most part in poor sanitary condition, I have several times warned the trustees, but they have not always shown themselves over zealous in having the necessary repairs done. I have no knowledge of the Local Boards of Health ever visiting the schools.

Trustees.—I must, however, bring to your notice that the trustees take a greater interest in their schools than formerly, and show their readiness in providing for the equipment of the schools whenever I point out to them the necessity of doing so. They treat the teachers with due consideration, but visit the schools only at the examinations held at midsummer and the end of the year.

Teachers.—I have much pleasure in stating that the teachers do their work in a conscientious manner, are neat in their personal appearance and keep improving in their efficiency as educators.

County of Carleton.

A. Smirle, Esq., Inspector.

Reading.—There is, perhaps, no other subject in which a greater advance has been made. Every teacher has some studied method of teaching his classes to read. It may not always be the best, but it is certainly preferable to none. In but few of our rural schools is the purely phonic method followed, but in almost every one it is used to a greater or less extent in combination with other methods. The word method, combined with pictorial representations and objective illustrations when practicable, is pursued by most of our teachers in the early stages—then reading by phrases, clauses, etc. The text-book is admirably adapted to this system, and in the hands of many teachers it has been followed by the most gratifying results. The importunity of parents, however, has greatly retarded progress in this direction. They are anxious to have the children

"pushed forward," and cannot see why they should be kept at a lesson until it is known by heart. The idea of learning to read before the alphabet has been mastered is simply a paradox to them. Notwithstanding these facts, I do not know of a single school in the inspectorate in which a purely alphabetical system prevails. With a view to counteract the tendency to hasty promotions, we hold annually a written examination in all the subjects, from second class up to fifth; but in reading especially, the judgment of the teacher must be largely depended upon, and in too many cases the influence of the parent is unduly exercised. Our teachers, and I suppose I may include our inspectors, are not all good readers. Hitherto the non-professional course in reading has been, to some extent, neglected. It is to our model schools we are indebted for the great advance recently made in the teaching of this subject, and, indeed, the same may be said of all the subjects—and just here, let me say, that I consider these institutions have been of great practical service to the teaching profession in Ontario. Their full measure of usefulness, however, has not yet been attained. The session is too short. There is not time to assimilate the instructions received. Methods are hastily grasped and imperfectly understood, and consequently their subsequent application to the practical work of the school-room, often ends in failure. Our best methods are, perhaps, those we discover for ourselves—at least they suit us best—but second only to these, are those we assimilate by careful study and long practice under skilful instructors. A longer model school term, and a larger grant, is to my mind not an unreasonable demand on behalf of these schools of the people.

Spelling is taught chiefly in connection with reading, but every lesson is to a greater or less extent an exercise in spelling. Transcription in junior classes, and dictation in seniors, are extensively practised in all our schools. I find some difficulty in getting teachers to attach a proper value to the correction of the dictation exercises. As a rule, the errors are carefully pointed out, and the pupil required to re-write them several times. With some this is sufficient, but with others a permanent correction can be effected only by continued and frequent repetitions.

Arithmetic is more rationally taught to-day in our public schools than at any previous period; but in avoiding one extreme we must be careful not to run into the other. Mechanical methods must not be entirely ignored in arithmetic. Accuracy and rapidity in the simple rules, and analytical solutions of practical problems, are features kept prominently forward in this subject. Good teaching in arithmetic is more general than in any other subject. The importance attached to it for the past decade has, no doubt, had much to do in bringing about this state of affairs.

Grammar appears to be indifferently taught. Many of our young teachers fail to awaken an interest in the subject, and the results of our examinations would indicate, that the ideas of both pupil and teacher are somewhat mixed. Modern methods in grammar cannot be made to harmonize with the home life and social surroundings of the ruralist, in fact they are to some extent antagonistic, the one building up and the other unconsciously pulling down. But what we have lost in grammar we have gained in literature. Up to a comparatively recent date, this subject was treated in a very superficial manner; but within the last few years a marked change has taken place. The subjective phase of the matter is being more carefully looked into, and the thoughts suggested by a piece, rather than the mere jingle of its measures, is what we endeavor to reach. So, although we cannot claim much of an advance in the teaching of grammar, I hold that the study of literature, and the power to grasp the meaning of what is read, are, to a large extent, developments of the last few years

Geography in the hands of some of our teachers is made very interesting; with others it is largely a memory exercise. A feature to which much attention has been given of late, is map-sketching. It is practical in all classes from second up, and the results viewed as a whole are good.

Our schools are fairly supplied with wall-maps, but in many instances they are too old to be of much use. I may remark, however, that our best teachers make their blackboards supply the place of the wall-map. It is a point worthy of note that the teacher of to-day excels in the proper use of the blackboard and chalk. The blackboard area of our schoolrooms has quadrupled within the last ten years.

History.—The teaching in this subject is weak. The rural teacher, in most cases, depends entirely upon his text book. This cannot be well avoided. With so much work on hand, it is scarcely possible for him to prepare notes and do the general reading necessary to the successful prosecution of this study. As a rule, the lesson is carefully gone over with the class, the salient points noted on the blackboard, the relation between cause and effect traced and the leading spirits of the time discussed. The classes are then allowed to copy the notes from the board, and these form the groundwork of a short review at the beginning of the next history lesson. I infer from my inspection of classes that our teachers succeed better with British history than with Canadian. Britain, with its early legends, its wars, great battles and civil struggles, awakens an interest in a class which the history of Canada, yet in its infancy, cannot be expected to arouse. Few of our teachers appear to comprehend the true aim of historical study—at least, there is no rational application of the lesson made.

Writing and Drawing.—The writing of the pupils in our public schools to-day differs most from that of former years in this—that pupils now begin to write as soon as they enter school; in fact, reading and writing are taught simultaneously. This not only secures facility in penmanship, but also gives a pleasing variety to the otherwise monotonous work of the elementary classes. I feel certain that our third, and even second, class pupils can write with greater rapidity and accuracy than those of the fourth classes of ten years ago. This appears to be about all we have gained. The finished public school pupil of the present does not display any more taste in his penmanship than those of earlier days. Our teachers are careful in conducting the copy book exercises, but do not, in my opinion, exact sufficient care and neatness in the written exercises of the school.

Drawing receives its full share of attention, and the results are away in advance of five years ago. The blackboard plays an important part in this course, for even a teacher who makes but a poor effort on paper astonishes himself when he draws on a good blackboard.

Physiology and Temperance.—Teaching in these lines awaits development. Our teachers do not appear to have taken to this work with a good grace. Now, however, that these subjects are on the same footing as all others, I expect to see a more lively interest manifested in teaching them.

Agriculture.—This subject is yet in its infancy. Not more that *five per cent.* of our schools have entered upon the study systematically. The practical value of the subject is, however, kept well to the front in the advanced geography classes. The formation and character of soils, the effects of irrigation, etc., are seldom overlooked by our best teachers. When the literature selections admit of it, the importance and dignified character of agricultural pursuits are usually dwelt upon, and in this way something is being done to cultivate a taste and love for husbandry.

The School Accommodation of the country is fairly good. The buildings erected recently are all of a superior class, large, airy and comfortable. Roughly

calculating, I may say 40 per cent. of our schoolhouses amply fulfil the requirements of the law, 30 per cent. barely reach the standard and the remainder are below. Every year, however, shows an improvement. In the rural sections I find the trustees slow to look after repairs. Since the institution of Arbor Day a very marked change in our school grounds has been steadily going on. Great difficulty is experienced in securing proper attention to closets, drainage, etc. An occasional visit from the Board of Health or its representative would certainly have a beneficial effect. I have never known a local Board of Health to pay an official visit to any of our schools.

Rural Trustees, as a rule, are hard to move, especially in matters involving the expenditure of money. That they take a deeper interest than formerly in the comfort and educational welfare of the children is evidenced by the great improvement in buildings, desks, seats and a liberal supply of teaching appliances. There are few schools in this inspectorate now not supplied with one or other of the various kinds of modern desks and chairs.

Trustees' visits do not appear to be on the increase, and the statistics furnished your Department on this point cannot be relied upon with much certainty, as many of the visits recorded consist simply in a call on some matter of private business. It is but rarely that the trustees spend an hour in their school with any specific object in view. Generally speaking, our trustees treat their teachers with respect and consideration. Of course, the salaries are kept down, but this is largely due to reckless competition amongst teachers themselves. Salaries are not, in many cases, paid quarterly, as provided by law, but when a teacher signs an agreement to wait until the close of the year he is in honor bound to carry it out.

Teachers.—In this connection one cannot fail to notice the great advance in professional attainments. Even our third class teachers are able to bring to bear upon their work from the very beginning a mind stored with practical knowledge, which their less favored predecessors acquired only after years of experience. Our teachers are more strongly imbued with the spirit of progress and the necessity of keeping abreast of the times, consequently we find but few who do not read one or more of the many excellent educational periodicals of the day. More attention is given to preparation of class work. This is manifested by the facts that the text book, unless in exceptional cases, is not the teacher's constant companion, and that the teaching is calculated to develop independent thought on the part of the pupil.

The æsthetic taste of the teachers of to-day is also in marked contrast with those of the past. When the surroundings admit, plots are laid out and flowers grown in season, and the windows of our humblest school-rooms are to some extent decorated with house-plants. Personal neatness on the part of both pupil and teacher is closely looked after.

In the matter of *discipline*, the system has been almost completely revolutionized within the last decade. From tyranny we have run to the opposite extreme. This may be more congenial to the tastes of the school-boy ; but it is questionable whether it has improved the order in our schools.

Our staff consists of 131 teachers, 35 of which have had the advantages of a Normal School training. The non-professional standing includes 4 firsts, 52 seconds, 66 thirds and 9 temporary certificates. The number of Normal trained teachers might be rapidly increased in the county if Boards could see their way clear to offer a better remuneration. Many of our trustees fully appreciate the advantages of a good professional training, but are unwilling to give a salary in any degree commensurate with the cost and labor of completing the Normal course.

School District of No. 1, Leeds.

William Johnston, Esq., M.A., Inspector.

Reading.—Primary reading is well taught. The phonic method is used by, perhaps, half of my teachers, the phonic and "look and say" combined by the remainder. The alphabetic method is not used. I have seen it only once in several years. The character of the reading has improved during the last ten years, but this applies more particularly to the primary classes. The chief defects in reading are lack of thoroughness. The pupils do not receive sufficient drill. In many cases irregular attendance accounts for deficiency in drill. Another defect is indistinctness of utterance, attributable largely to home associations and improper home training. The method adopted to correct these defects is patient and persistent teaching and drill combined. The teachers, with few exceptions, have no knowledge of elocution, and therefore cannot teach pupils to read expressively. Beautiful poems, such as "We Are Seven" and "The Face Against the Pane," are read without expression, pathos or feeling. The teaching of reading, in my opinion, is the greatest weakness of our public school work, and it will continue a weakness until a more rigid "exam" is adopted in this most important subject If reading were made a "plucking' subject at the primary and junior leaving examinations, I have no doubt teachers would be able to teach the subject better than it is taught in most of our public schools. Pupils understand what they read much better than they did ten years ago. High school entrance examination literature has made a very great improvement in this particular. The primary classes read twice a day; the third and the fourth book classes read once. The pupils do home work in the preparation of reading lessons. The senior classes read outside of the school lessons. Dictation is used for spelling purposes in the third and fourth classes. I insist upon teaching spelling practically—that is, in writing.

Arithmetic.—The simple rules in arithmetic are not well taught. Accuracy and speed are deficient, on account of deficiency in drill. The town and village schools may be taken as exceptions to the preceding statements. I frequently find senior pupils deficient in a knowledge of the multiplication table. Pupils, with few exceptions, state their work neatly. Blackboards are freely used by the teachers,

Geography.—Most attention is given to "map geography." Geography is to a great extent made a memory lesson, but I sometimes find "information" the main object of the lesson. With a few exceptions, the schools have a sufficient number of maps. Very few of the teachers are dependent upon the text book when teaching a lesson. The geography of Canada and the British Empire is not well taught. Only two lessons a week are given in geography in nearly all the schools. Teachers say they cannot spare more time. It is submitted that pupils cannot get a sufficient knowledge of this very important subject while only two lessons a week are given.

Grammar.—Grammar is not taught incidentally from reading lessons and from mistakes in conversation and answers of pupils. Pupils are confined almost exclusively to the text book. Very few of my schools write "compositions" regularly, so far as I know. Perhaps one-third of the fourth book pupils can write a fair composition. The leading defect in teaching grammar is that it is not made a matter of understanding, but one of memory—sometimes mere "guessing." This is particulary the case in parsing.

History.—Very little work is done in history without the text book. A fair amount of interest is manifested in this subject. Little attention is given to dates. The notice taken of great men and women of British history is very small indeed. The work consists principally in memorizing names and facts. The subject is not taught as an incentive to patriotism, although the study of British history cannot fail to foster a love of country in the heart of any student who is a British subject. The history of Canada is now satisfactorily taught. The relations of Canada with the British Empire are now taught to some extent. Some of the more intelligent pupils (and teachers) read Cooper, Scott, Parkman and others in connection with the study of British history. The principal defect in teaching history is the limited historical knowledge of the teacher. The teacher fails to make the subject interesting to the pupil because it is not interesting to himself. In not a few cases parents think a knowledge of history not essential. In such cases it is difficult for the teacher to make much progress with the pupils.

Writing and Drawing.—The penmanship of the schools has not improved in the last five years to any great extent. The subject is not generally taught systematically. Not many teachers use the blackboard in teaching writing. The pupils generally use the authorized copy books and the teacher merely "oversees" the work and makes an occasional suggestion.

If a greater number of marks were given for writing at the entrance examination more attention would be paid to the subject and better work done, This applies also to drawing. Teachers will neglect a subject that counts for nothing or little at any of the departmental examinations.

Physiology and Temperance.—The average amount of interest is taken in this subject. But, while it was an optional subject at the high school entrance examination, little or no interest was taken. The subject is taught by text book. I do not think the pupils are overloaded with details.

Agriculture.—Agriculture is not now taught in my schools. While it was taught, very little satisfactory work was done. Anyway, the subject is too difficult for the average public school pupil. The subject cannot be scientifically taught without a knowledge of chemistry. For this reason I did not encourage the study of agriculture in my schools.

School Premises.—The premises are kept in a fair state of repair by the trustees. The same may be said of the fences, outhouses and grounds generally. The school buildings are generally in a good sanitary condition. They are improving from year to year. The school inspector can do much towards advancement in this direction. In the town and the village schools the local Boards of Health visit the schools.

Trustees.—The interest taken by the trustees in the schools is, with a few exceptions, increasing. They are more ready to provide for the comfort of the pupils. I do not think they visit the schools more frequently; that is, to see the teacher at work and note character of the work done by the teacher and pupils. The teacher is well treated by the trustees. There are very few exceptions to this statement.

Teachers.—Teachers are improving in professional skill, in personal neatness and in culture; they are zealous; they teach thoughtfully; their discipline is humane; they are becoming better "character builders." The profession is rising in general estimation. They are becoming more efficient as educators.

School District of No. 2, Leeds.

Robert Kinney, Esq., M.A., Inspector.

Reading.—In the primary classes phonic analysis is the basis of teaching, in the more advanced classes word recognition becomes principally a matter of "look and say," the alphabetical method is discarded. There is improvement in the character of the reading. There is still room for improvement in inflection, articulation and expression. First classes read from two to four times, second classes twice, and third and fourth classes once each day.

Pupils get a good idea of inflection by listening intently to the tone of earnest questions and denials of children, of articulation by practice in pronouncing a collection of words ending in single and double consonants, of expression by attending to phrase and clause reading. These, together with proper attention to breathing, are suggestions that seem practicable as applied to the teaching of reading in public schools.

Among the teachers there are some good readers, but as a rule they do not read with much elocutionary effect. Dictation is used for spelling purposes, not exclusively, however.

Arithmetic.—Except in graded schools the simple rules are not generally as well taught as the more advanced work The concrete presentation of operations on numbers should extend throughout the simple rules, whereas it is more or less limited to the conception of numbers and to addition and subtraction. The teaching of multiplication and division, particularly division, is principally abstract. Accuracy and speed in addition are made the subject of frequent drill. Methods and neatness of work are properly attended to, and teachers use the blackboard freely.

Geography.—Particular attention is paid to Canada and the British Empire. Schools fairly well supplied with maps. Teachers place too much dependence on the text book. Physical and political geography receive most attention. The teaching is chiefly a matter of information so reasonably presented as to be readily recalled.

Grammar and Composition.—To the junior classes grammar is taught incidentally and language lessons formally. Composition is taking the place of formal grammar. We have not yet outgrown analysis, nor do we hope to. Heretofore grammar has been taught too much as a matter of memory, divorced from thought expression. Cannot give the percentage of pupils writing fair composition. It is safe to say, however, that it is not large.

History.—Teachers use text books in fourth classes. Pupils fairly interested. Not much attention given to dates. Not sufficient given to the biography of historic personages. It is not taught directly as an incentive to patriotism.

Writing and Drawing.—Condition fair. Improvement gradual. Blackboard too little used, In addition to flat examples we recommend object drawing. As many views as possible of the same object.

Physiology and Temperance.—In this the text book is followed, not too many details given. No want of interest observable.

Agriculture.—Only about 6 per cent. of the fourth class pupils took this subject in 1893.

School Premises.—Trustees find it difficult to keep school premises in good condition, particularly fences and outbuildings. Sanitary condition fairly good. Local Boards of Health do not visit rural schools.

Trustees.—Many trustees are interested in the welfare of their schools. Others more interested in "keeping down school expenses." These "school economists have a long lease of life." Teachers respected and treated with much consideration, and as a rule are zealous and teach most subjects with considerable professional skill. Discipline humane. To become really efficient educators, "character builders," requires years of experience. Too many of our teachers have not the necessary experience to entitle them to that crowning distinction.

School District of No. 3, Leeds and Grenville.

T. A. Craig, Esq., Inspector.

Reading.—Teachers who have the advantage of Normal school training adopt the phonic system in teaching primary reading, and with good success. Most third class teachers use the same plan, but their training in this department of their work has not been sufficient, so that their skill in the application of the method is not such as to ensure satisfactory results, and too often failure is excused by assuming that the method is not the best, and it is consequently abandoned for an apparently better one. These better ones are generally a combination of the "phonic," "alphabetic" and "look and say" methods. About seventy-five per cent. of the third class teachers abandon the phonic system at the end of their first term in a school, and no amount of advice and encouragement seems to be sufficient to cause them to adhere to it. I believe the difficulty is deficient training.

The character of the reading is fair, yet the progress made by the children is not as good as one would expect under our improved methods of teaching. Voice culture does not receive that amount of attention necessary to make oral reading pleasant to the hearers. The teacher's reading is often a miserable attempt to express the spirit of the extract according to some mechanical process of law, and the child is required to imitate the example thus presented. The syllabication and force of prefixes and suffixes in derivative words receive little or no attention, while the old plan of questioning on the lesson is regarded as useless.

Teachers of the third class are generally slaves to methods used in the Model School which they attended, and instead of the class determining the method the teacher is to pursue, the method determines, or the teacher attempts to make it determine, the course the class is to take, and the result is failure and worse than failure so far as the larger pupils are concerned.

But whilst oral reading is so imperfectly taught there has been some improvement in silent reading, yet the improvement is not satisfactory. Few fourth class pupils read paragraphs of ordinary literature so as to comprehend the meaning of the author, with ease and pleasure. The habit of superficial reading is no doubt the result of defective work by the teacher, and in my visits to the schools I have directed attention to these defects with some degree of success.

Arithmetic.—This subject receives considerable attention in the schools, yet the answers to questions set to test accuracy and neatness have often been disappointing. The development of the operative processes in arithmetic has many difficulties which are treacherous, so that the teacher often thinks he has taught the principle well when a test will indicate failure. This test is too often made by the inspector after the unwary teacher has spent months trying to drill his pupils in mechanical operations which are based on initiation rather than intelligent

comprehension, nor is this confined to the lower classes, there is a great tendency to set problems according to certain types, and while the pupil may be trained in accuracy, neatness and rapidity in the practice which he has in the solution of such questions, he will not likely become an independent thinker, nor will his power to solve difficult problems be very great, unless he gets a better training in formal work than he can receive in a Public School. The fact that a very high percentage of the candidates who write on the entrance examination take a lower standing in this subject than in any other, indicates that the work done in treating it is not all that it should be.

Geography.—Most of the schools in the inspectorate have a fair supply of wall maps, but many are yet without globes: while maps and globes are very necessary in teaching geography, the successful teacher does not depend on them, but outlines the country on the blackboard, and requires his pupils to do the same on paper. The location of mountains, rivers, lakes, cities, etc., are then taught, but little else in connection with them that can be found in the text book, and seldom even then all that is found there. The geography lessons are not always as interesting as they might be; too much time is devoted to memorizing facts, and not enough to research and investigation. I have very seldom found teachers directing their pupils how to compare geographical facts relating to different countries, but very often they are required to memorize lists of names of rivers, bays, etc., etc.

Grammar.—The form I. grammar is taught incidentally, common mistakes in conversation and in written work being corrected and the child's attention drawn to the error. In form II. more difficult errors are corrected and some formal grammar introduced, considerable progress is made in the power of expression in this form, some of the children can reproduce stories and write letters in a manner which would put to shame the efforts of third and fourth class pupils of the schools of ten years ago. In forms III. and IV. the pupils are required to furnish themselves with text books, and the teacher follows the subject as outlined in the book. The great defect in teaching grammar is found in the formality with which the subject is invested; an examination of a few examples and the deduction of rules for the construction of sentences soon loses its charm for the ordinary pupil. Examination, investigation and comparison of our ways of expressing our thoughts do not receive an adequate amount of attention, and the memorization of language, laws and rules receives altogether too much.

History—This seems to be the most difficult subject of the whole for teachers to deal with properly and successfully. Pupils do not take the same interest in history that they do in other subjects, and few teachers have the power to clothe the subject with interest. The class work generally consists of a lesson assigned in the text book, and is confined to the story as given there, entirely too much time is spent on details, and not enough on the great events and important biographical sketches. In giving teachers advice on methods of teaching history my chief difficulty is found in their lack of acquaintance with the subject, and in judgment as to the importance of events. The work in history, like the work in many of the other subjects, is directed greatly by the papers set at the examinations.

Writing and Drawing.—There is marked improvement in the methods of teaching these subjects, more use is made of the blackboard by the teacher, and more attention given to details in connection with the work. While the methods adopted are very good, the teachers experience much difficulty in getting their pupils to furnish themselves with a proper supply of pens, ink, paper, pencils, etc., parents are too indifferent to the wants of their children, and too careless in furnishing them with the requisites necessary for studying their subjects.

One of the greatest difficulties which arises in teaching writing and drawing to children is the tendency they have to hurry over the work, and to sacrifice quality for quantity. A good knowledge of the principles of writing and drawing by the teacher, and an ability to perform the operations, will contribute very much to the success of the children.

Physiology and Temperance.—Since these subjects have been made compulsory for the entrance examination more attention will be given to them. Many of the teachers are in the habit of giving temperance talks to their schools twice a week in addition to the regular class work with entrance candidates. The great difficulty with these subjects is found in the teacher. Ability to teach a scientific subject successfully is rare, and the work often consists of a statement of facts, which the pupil is required to commit to memory.

There is a demand for instruction in temperance, but there is a difficulty in the lack of qualification of the teachers to deal with it in an educative manner; facts and details regarding temperance may be brought before the pupils, and temperance principles inculcated, but this is not true education.

School Premises.—There is always difficulty in keeping the fences and outbuildings in connection with the schools in a proper state of repair. The inspector will find more or less carelessness by both trustees and teachers in rural sections in regard to these matters. The fences and closets are not built as substantial as they should be, and the hope to have them better will never be realized so long as men who do not know how to look after their own fences and buildings have the power to decide what kind of structures are to be provided, however, there is no doubt that school officials are becoming more interested in the property placed in their care, and many of them show a disposition to comply with all the requirements of the law without urging; on the other hand, there are some trustees who accept office and then will do nothing in the way of attending to the improvement of the school. The sanitary conditions of rural schools depend very much on the efforts of the teachers, ventilation and cleanliness in most cases receive fair attention, although considerable difficulty is often experienced in getting proper persons to light the fires, and do the sweeping and dusting, and this difficulty is made greater through the trustees allowing a mere pittance for the work.

Trustees.—That a school trustee should be a man of taste, good judgment and sound sense is evident to every person who has had anything to do with our schools; that men with these qualifications are not aspirants for the position is also evident. Trustees are too often men who have no public spirit and no interest in the schools, except so far as their purse is affected. I cannot report that they always take as deep an interest in the schools as they should, their visits are not as frequent as necessary to keep up a good interest in the work. I have no doubt that occasional visits from those in authority would have a good effect on the school, and would encourage the faithful teacher as well as act as a healthy stimulus to the lazy one—the lady who expects callers keeps her house in order. It is a matter for regret that trustees do not always treat their teachers with that degree of consideration which they merit, they look upon them as individuals whom they are compelled to employ at good salaries, or at least at better salaries than other servants obtain, but while the teacher and his work are estimated in this manner in a section there is little hope of improving the school.

These officials are not well enough acquainted with the duties of their office. I believe every trustee should be furnished by the Education Department through the inspector, with a copy of the regulations containing the duties of trustees, inspectors, teachers and pupils, and have their attention drawn to the fact that in accepting the office they are legally bound to perform the duties of that office.

Teachers.—So long as the holder of a third class certificate is qualified to take charge of any public school, except a Model School, and to compete with second class teachers for positions, we cannot expect to place the best teachers in the best schools. Trustees of rural sections are, as a general thing, unqualified to judge of the ability of a teacher; they look more to salary than to the ability of the candidate for their school, and the boy or girl who will work for the low salary gets the place. That third class teachers, fresh from the Model School, should be permitted to oust experienced teachers with better qualifications, simply because they will accept the school at twenty-five dollars a year less, is a matter that requires consideration. The professional training of teachers is a public expense, and the public should receive something more than one or two years' work for the outlay. It appears to me that there should be greater inducements held out to teachers to secure second class certificates, and thus to meet, in some measure at least, the continuous drain occurring through teachers whose third class certificates have expired, dropping out of the profession. It is too bad, that after teachers have completed their three years of apprentice work they should be set aside if they do not receive their certificates or pass an examination of a higher grade, neither of which can be done by the ordinary teacher without again attending a high school for at least six months, and the expense of taking this course and running the risk of being plucked, too often deters the teacher from going any further, and he drops out of the work altogether.

The new teacher generally enters on his duties with a great deal of zeal, and devotes his entire time to the success and welfare of his pupils, but the progress of the children is so slow, and the results of his labor so difficult to estimate, that he becomes disheartened, and settles down to a sort of daily routine; this is certainly the case with too many teachers.

The result of our work is gratifying so far as the training of the smaller children is concerned, but, for some reason or other, the larger boys and girls do not attend school as regularly as they ought. I am inclined to believe that the difficulty is with the teachers. In their professional reading and model school course their attention has been directed to ideal discipline and government, but they lack that judgment and power necessary to obtain the results they require in their schools without harshness. Too strict classification, and an abuse of methods, also operate successfully in keeping these pupils out of school.

Our teachers have, no doubt, a better knowledge of the subjects used in educating them than those who had charge of the schools in the past had, yet no amount of technical information will take the place of that judgment and ability which we get through experience, and the efficiency of teachers will not improve very much so far as these qualifications are concerned, if we continue to let boys and girls of eighteen years of age do the work that it requires a most judicious parent to do successfully.

County of Lanark.

F. L. Michell, Esq Inspector.

Reading.—Primary Reading is as a rule well taught. The "look and say" method is used until the pupils secure a vocabulary of well known easy words, when the phonic method is applied. The letters are taught incidentally from the work they do in the formation of the word. The thought is secured and then the proper expression easily follows. In very few of our schools is the alphabetical method followed. Most of the teachers give considerable attention to

reading and as a consequence the improvement is marked within the past ten years. Defects vary according to sections. In some localities defects of articulation and pronunciation are prevalent. Such are best corrected by blackboard drill and constant attention. In other cases the reading is devoid of expression. In that case the careful teacher strives to get the thought understood and so to arrive at the natural expression. Emphasis is taught by showing the variation in the meaning attendant on the variation in the emphasis. In this way the judgment naturally acquires the power to select and emphasize the emphatic words. But the greatest defect is in the teachers themselves, who too often do not prepare the reading lesson with sufficient care. Teachers should not only prepare the lessons but should read the proposed selections aloud so as to be prepared to overcome the difficulties met with. In a majority of cases the lessons are well understood, though owing to insufficient care on the part of the teachers the expression is often not what it should be. The Junior Classes (Part I and Part II) read three or four times a day; the Second twice; and the Third and Fourth once. I regret to say that the pupils do not read at home, owing to the want of school libraries. A printed list of books suitable for a Public School library should be issued by the Department and Trustees should be compelled to use a percentage of each school grant in the purchase of the books on the list. Thus in a short time every school would have a small but select circulating library. Dictation is practised daily from the reading lesson but the character of the writing is not attended to sufficiently when the dictation exercise is examined. There is now no spelling book in use. In my opinion such a book is required in order to increase vocabulary of words and to give pupils a knowledge of the sources of our language.

Arithmetic.—Nearly all the schools are supplied with numeral frames and hence the simple rules are better taught and better understood. Great improvement has been made of late years in accuracy and rapidity of work. The multiplication table is made on the frame and results noted on the board before being committed to memory. Thus the teaching is objective and much less difficult than formerly. The table should be taught thus one 5 makes 5, two fives make 10 etc, since this is the real meaning of multiplication. The form in which the table is usually expressed is confusing to the pupil. The pupils' work is not always done as neatly as I would like nor do our teachers understand the unity and continuity of the subject of arithmetic. The blackboard is used by the teachers freely but the work is effaced before the pupils can get the steps thoroughly impressed. Insufficient or unsuitable blackboard accommodation is still too prevalent.

Geography.—The teachers confine their attention almost entirely to physical and political geography. The globe is not used and indeed its use in the school is not appreciated by teachers generally. The blackboard is used much more generally than formerly but the maps have to be rubbed out before the impression is fixed owing to lack of blackboard space. Direction, meaning of a map and of geographical terms do not receive sufficent attention in the junior classes. Maps are found in all our schools though some of them are almost useless. The text book is used and sometimes teachers compel pupils to commit to memory its exact words while the book in the teachers' hands has to be used for the purpose of correction if wrong answers are given. Such teaching cannot be too strongly condemned. Much attention is given to the geography of Canada, not enough to that of the British Empire.

Grammar.—Analytic language is much better understood than it was some years ago. Mistakes are pointed out when made in either oral or written work.

Composition does not receive its due attention owing perhaps to the labor involved in the correction of the exercises. However we are improving in this respect and at my last visit I got many well written stories from pupils in Part II. and second class. Nearly all the pupils of the third and fourth classes can write a fair composition on any subject which is well understood by them. The principal defects in the teaching of grammar are haste and lack of system. By the former the pupils become confused and lose interest in this more important subject and by the latter they fail to grasp the relation of the different parts one to another. The most grievous defect is the neglect of the application of the facts of grammar to the pupils' work in the daily written exercises and in compositions. Compared to the formality and memorization formerly prevalent, the teaching of grammar nowadays is wonderfully improved.

History.—This subject is not well taught and indeed is not well understood by a majority of our teachers. We have successful teachers of history and in these schools I know of no subject that does the same amount of good as this. It teaches a respect for our great ancestors, a love for what is noble and self-sacrificing and a detestation of what is base. It teaches the development and origin of our system of government and the relation of its several parts. In short it teaches the pupils the full significance of the term "citizen" and a respect for the rights of others. In schools where the subject is badly taught, pupils are crammed with dates and names of Kings. The great men who "have read their history in the nation's eyes" are not given prominence and the subject is degraded to a matter of memory instead of being made an incentive to patriotism. The history of Canada is fairly taught as to facts and dates, but the majority of teachers do not grasp the objects desirable and do not read Parkman and such writers with a view to encourage research on the part of the pupil. Here again is a case in which a good select school library is much needed. The principal defects then are lack of knowledge on the part of the teachers, no reference libraries, and not enough patriotic enthusiasm.

Writing and Drawing.—There has not been so much improvement in writing as in other subjects. The copy books are fairly well done, but the principles of penmanship are not taught and the teachers do not insist on neat, legible writing in the ordinary exercises of the school. The blackboard is not generally used in teaching the senior classes and the writing books and exercise books are not generally examined by the teachers. Position and pen holding need more attention. Drawing has greatly improved, yet it is still too much a matter of copying. The elements of proportion, balance etc., are not dwelt upon sufficiently and originality in designing etc. not attended to. I am happy to be able to report that the course is less extensive than formerly and I hope that teachers will now begin to teach drawing instead of making the pupils copy figures only.

Physiology and Temperance.—The first of these subjects is not well received by either teachers or pupils. The pupils get the lessons up by sheer force of memory and forget them with great readiness. Teachers do not understand the subject and hence make the text book do their work. The temperance is well understood and well liked. Charts are necessary to teach physiology with any degree of usefulness. I do not think that this subject should be on the programme. At any rate it should not be compulsory.

Agriculture.—In only a few schools was this subject taught in 1893. Female teachers and small pupils cannot be expected either to teach or to learn much about this most difficult subject. The application of the science must go along with the knowledge presented if any real good is to be obtained. These conditions are impossible with our present Public School accommodation.

School Premises.—The school premises are as a rule kept in good repair but too often the yard becomes unfit for use on account of the weeds and thistles that are not cut. The schools should be more regularly scrubbed and walls whitened. However, I notice an improvement in this respect. The closets are not kept as clean as they should be and disease is caused and spread by this neglect. I have not heard of any action by the Local Boards of Health with respect to school cleanliness. The name of the Secretary of each Board of Health should be supplied to the Inspector to enable him to secure the assistance of such Board when needed.

Trustees.—The majority of our trustees do not take much interest in school matters. They incline to secure the advantages of a school at the minimum of cost. They provide accommodation and apparatus when required to do so but they do not visit the schools regularly nor do they assist the teachers by giving them that respect and authority to which they are entitled. Of course there are exceptional sections whose trustees are expected to maintain a good school and who are supported by the people when expense is incurred for such a purpose, but unfortunately in too many sections the false economy already referred to prevails.

Teachers.—The teachers are as a body very neat in personal appearance, but the salaries are so small that they cannot afford the luxury of books and therefore do not possess that culture and wide information so necessary for the proper discharge of their duties. Good school libraries would be a great boon to the teachers. Constant change, youth and inexperience engendered by the aim of the trustees to run the schools cheaply, also prevent this desirable culture. Most of the teachers work hard, but owing to the above causes the result is not proportionate to the effort put forth. Thoughtful teaching cannot be expected from these young people nor can they be expected to be educators or "character-builders" in the true sense of the term. Routine teaching is the rule in most of our schools. Undoubtedly the teaching is being done better than formerly but the prevailing condition of things is adverse to true education.

County of Renfrew.

R. G. Scott, Esq., Inspector,

Reading.—In a large proportion of the schools this subject receives much attention, and in many is well taught from the beginning. Though many of the teachers adopt the phonic method, still by far the larger number chiefly use the alphabetic method, the "look and say" method being little, if at all used.

The teachers are generally fair readers, but many are lacking in a knowledge and appreciation of the principles of good reading, and the defects in the reading of their pupils, are such as must arise, when the pupil is not made to understand clearly the specific object to be attained.

As a general rule I find the pupils understand what they read. The number of reading lessons daily would average, counting from the lowest class up, about 3, 3, 2, 1.

The home reading of the pupils varies with their opportunities and circumstances. Dictation is largely used for spelling purposes.

Arithmetic.—The simple rules are well taught in nearly all the schools, and special attention is given to accuracy and speed in adding. The want of neatness and intelligible arrangement in the statement of their work is still too commonly observable, teachers do not give sufficient attention to this matter.

The multiplication table is generally well taught. The blackboards are freely used.

Geography.—In a few schools this subject is well and profitably taught, but in very many it is made a mere memory lesson of lists of names. Most of the schools are fairly supplied with wall maps, and though it would be desirable to see an improvement in this respect still the defects in the teaching of this subject are plainly attributable to the teachers.

The geography of Canada receives a large amount of attention, that of the British Empire, not nearly so much.

Teachers depend largely on the text books.

Grammar.—This is not generally taught incidently from the reading lessons, and many teachers fail to correct systematically the errors in conversation and answers of their pupils.

In about 70 per cent. of the schools written composition is regularly practised. I doubt if 30 per cent. of the pupils practising it could write fair compositions.

I do not think the teaching of this subject is too formal, but rather that the text book is a very bad one, and that a large portion of the bad results in this subject may be attributed to that cause.

History.—The teachers in almost all cases use the text book. The pupils are, as a rule, sufficiently interested in the subject, but both pupils and teachers dislike the text book, or at least, that portion of it treating of British History.

The characters, and actions ot the great personages in British History do not generally receive a sufficiently extended notice.

More interest seems to be taken in the History of Canada, and so far as the text book goes, it is carefully studied.

The pupils are generally well up in dates. In the town and village schools evidences are frequently given by pupils that they read "side-lights" on history, but in rural schools such evidences are rare.

Writing and Drawing.—During the last five years there has been moderate improvement in the writing, owing to the practice becoming more general, of using the blackboard for teaching this subject. It has been difficult to induce teachers to adopt this practice, however the number who do so is increasing.

The present copy books are not well graded.

Physiology and Temperance.—Owing to the fact that the new text book was virtually not introduced into the schools of this county till the beginning of this year, much cannot be said as to results. The teachers in some cases teach it in the form of conversations, or notes from the text book, in other cases the pupils all have the text book.

Agriculture.—This subject is taught in 16 per cent. of the schools, and so far the success in dealing with it has not been very marked.

School Premises.—Generally the schoolhouse itself is kept in good repair. In the towns and villages and wealthier rural sections satisfactory attention is given to keeping the fences and grounds in good repair, but in the weaker and outlying rural sections little attention is given to the matter.

The sanitary state of the schoolhouses is a matter concerning which there has been a decided awakening and improvment during the last five years, and though much has yet to be done in this respect, still trustees and parents are far more ready to recognize the necessity of attending to this matter than they used to be.

Trustees.—Trustees are certainly taking more interest in schools, they are more ready to provide for the comfort and improvement of pupils, and teachers are treated with more consideration by them than formerly, but I do not think there is any appreciable change in the frequency of their visits to the schools.

Teachers.—Although the number of certificated teachers has greatly increased, so that permits are now found only in rare exceptional cases, still if we compare the certificated teachers of to-day with those of ten years ago, I do not think it can be said that they are improving in culture or professional skill, or that they teach more thoughtfully in the true sense of the expression, or are better character builders. They are invariably zealous and attentive in the discharge of their duties and the discipline is more humane. The profession is undoubtedly rising in general estimation.

County of Frontenac.

Wm. Spankie, Esq. Inspector.

Reading.—Reading is as a rule well taught both in the primary and advanced grades. The phonic method is quite general. The "look and say" and alphabetical methods are quite exceptional and do not embrace five per cent. of the teachers in my inspectorate. The character of the reading is decidedly improved and I cannot enumerate any special defects in this subject. Existing differences are simply differences in the degree of proficiency. Special attention has been paid to this subject at our Institutes, and with much advantage to the teachers themselves. Teachers are decidedly better readers now than five years ago, and in every school the meaning of the lesson read is well brought out. Third, fourth and fifth classes read at least once a day, while the other classes have at least two special reading lessons each day. Home reading is encouraged and fairly well carried out. Dictation is used for spelling purposes and oral spelling is quite general also.

Arithmetic.—The simple rules are well taught, and are required by me to be well taught. Considerable stress is laid on accuracy, and special "accuracy questions" are given. Speed in operations is secondary and so regarded, and though not pushed unduly is encouraged carefully. The multiplication table is well taught and pupils are required to write it neatly. The importance of neatness in work, and distinctness in statements is never lost sight of, and at all examinations special values are assigned to these qualities. The results are I think, fair in this respect. Teachers use blackboards freely.

Geography.—Local beginning is the only special feature I have noticed as being quite general throughout my inspectorate. This subject is treated as an information lesson with the clear understanding on the part of the teacher that as such it is not so great a strain on the child's mind. During the past five years the schools of Frontenac have been supplied with maps, and are now fairly well equipped. Seven years ago there were only two recent maps of Canada in Frontenac; now, I do not know two schools without one. Good globes are almost as general. Special attention is given to the geography of Canada, and next in order the British Empire, and the connection well explained. Teachers do not depend upon the text-book and declare it insufficient. Lessons are taught from wall-maps and maps drawn on the blackboard while map-drawing by the pupils is a requirement quite general.

Grammar.—Grammar is taught incidentally from all lessons, and conversations. Many teachers think this is the proper way to teach it up to and including the third form.

Six years ago there were only a few schools in which compositions were regularly written. I made this subject a special feature of my visits and am able to report now that all schools require regular compositions and pupils have learned to expect an exercise of this kind when I visit the schools. About seventy-five per cent. now write fair compositions. The defects of formality and memory work in grammar have almost vanished and this subject is now being grasped and handled in a very practical way with good results. It also has been a special feature at our Institute meetings.

History.—This subject has, I think, given rise to more discussion than any other on the public school course. The text-book is invariably used. Pupils are not as a rule interested in this subject, and my reason for this is that the text-book is too closely and exclusively followed. I have found that when pupils are told an interesting story, or any story in an interesting way, relating to either Canada or the Empire, their interest is intense and after being told some such story and being asked if they liked history, have always unhesitatingly and unanimously answered in the affirmative. To teach history one must read and know much of history. Teachers adhere to the text-book because they do not know enough of history to be able to do without it. Sufficient attention is not paid to our great men of the past. I have often thought that it would be a grand investment and the best incentive to the useful study of history if our schoolroom walls could be veritable art galleries displaying the pictures of the men who have made our history. Love of country is not lost sight of as an object in view. Special attention is paid to the history of Canada and its relations with the Empire. Pupils do not read "side lights" on history and home study of it at the fireside in conversations is merely a dream, I am sorry to say.

Writing and Drawing.—Improvement in penmanship is marked, but not so much so as in cities where special masters are employed. The blackboard is used in the teaching of writing and drawing.

I have had a special writing-master visit every easily accessible school in Frontenac on different occasions. Teachers-in-training at the Model School have taken much interest in these subjects and general improvement is quite marked.

Physiology and Temperance.—Pupils are not as a rule interested in these subjects and the results at examinations have convinced me that they are not properly taught. Teachers have complained to me of their inability to teach these subjects. Teachers endeavor to teach from the text-book. On one occasion I was asked by a teacher to teach the 'circulation of the blood' and I found it most difficult on account of not having any chart to illustrate it. There should be a cut in the text-book.

Agriculture.—Agriculture is not systematically taught in any school within my knowledge. Pupils are often told of the importance of agriculture. They are taught to respect those who engage in it and all that kind of thing. They are not taught to give reasons for ordinary agricultural processes. There should be an hour set aside at least once a week to be known and recognized as the "People's and Pupils' Hour" by the teacher, to which the people would be invited, and during this time various discussions on this and other subjects could be successfully carried on.

School Premises.—School premises are not as a rule kept in good repair and in many cases are allowed to remain for months in a very unsanitary condition

Local Boards of Health never visit Schools in my inspectorate, or at least I have never heard of their doing so. It is a common thing to find closets filthy and in disrepair, fences down, panes of glass out, schoolrooms dirty, etc. It is one of the faults of the system. What is everybody's business is nobody's business. I should like to see rural schools governed as are city schools by a "County Board of Education."

Trustees.—I cannot say that trustees are taking more interest in the schools than formerly. It is very hard to get them to act at all in many instances and some schools are not visited at all by them. They treat teachers considerately, except in the matter of salary. A teacher's success is not rewarded. A small difference in salary often turns the experienced and successful teacher away. I believe the system of local boards of trustees now in vogue in rural districts is a failure and the sooner it is replaced by a county board the better.

Teachers.—Teachers are undoubtedly improving in culture, professional skill and personal neatness, and are more zealous and thoughtful; they are better disciplinarians and "character builders." They are becoming more efficient as educators and the profession *is* rising in general estimation. And long may it continue so.

County of Lennox and Addington.

Fred. Burrows, Esq., Inspector.

Reading.—This very important subject receives much attention, and is usually well taught. Children learn rapidly to read with expression in well conducted schools. Of course the methods used are those learned at model schools. The phonic method and the "look and say" are both used—the old alphabetical being entirely discarded except in the case of an old timed teacher. I believe a marked improvement in reading can be noticed in most schools, still there is too much mere mechanical pronunciation of words rather than expressive and intelligent reading. Teachers generally afford good models, but in one-teacher schools sufficient time cannot always be found for thorough drill in this subject. There are usually in such schools about eight classes—three in first, two in second, two in third, and one or two in fourth. Those in first read usually about four times a day, second twice, and the others once. So it may be readily seen that much time is needed. Spelling in third and fourth classes is taught almost entirely through dictation exercises, and in lower classes by oral phrase spelling and copying words from blackboard and books.

Arithmetic.—That this subject is well taught may be seen from the readiness with which pupils solve difficult problems—many of which would have "floored" the average country teacher twenty years ago. The high standard exacted at the departmental examinations has had the effect of making this subject a thoroughly national one instead of the mechanical form of other days when the rule was studied, then the example, and by imitation the exercise following. Thanks to rational methods this has become a popular subject. Everything is taught from the blackboard, and usually well illustrated. Neatness and accuracy are always required by our good teachers. Most of the teachers supplement the text book by work of a practical and business style. Great stress is laid on a thorough mastery of tables and the rapid adding of columns of figures.

Geography.—This is one of the popular subjects, pupils always taking great interest in it. What may be called commercial geography receives most attention. Of course our own country is made specially prominent, its vast extent,

boundless resources, and commercial advantages being set forth with much eloquence by the youthful teachers, for the majority of our teachers are youthful. Map drawing is still followed, but not with the interest formerly shown—the new teachers seemingly being averse to this way of teaching physical and political geography. Our schools are generally well supplied with maps, even in the back townships, thanks to donations by the department. The text book does not appear to be much used.

Grammar.—The old style of memorizing rules and forms seems to have almost passed away. The child is now taught by practical exercises in composition, correction of errors, etc., to use language correctly. All the schools have frequent exercises in composition, letter writing, reproduction of lessons in readers in pupils own words, paraphrasing, poetical selections, writing out striking stories read to them by teachers, giving descriptions of local events, etc. I find that the pupils of the higher classes usually do well in composition.

History.—The great extent of this subject and the want of time on the part of many teachers to deal efficiently with it, have greatly tended to render it an unpopular study in schools. Many teachers dictate notes and fill in from the text book afterwards. As very few pupils have access to any historical works outside of the text book, it is found a difficult matter to excite and maintain an interest in this subject. The absence of the pictorial element in the text book is also felt because lively and striking pictures afford great help in exciting an interest. However, I am pleased to note a decided improvement in this study in the hands of a good many teachers who enthusiastically take it up. I find pupils generally fairly well acquainted with the great historic characters. Occasionally a sad confusion of names and dates shows itself, as for example the boy who in writing about Wolsey said that Wolsey was a famous cardinal who fought the battle of Tel-el-Keber and founded the Methodist church. The pupils appear to have a better grasp of Canadian than of English history. This would seem to indicate that they take a greater interest in the former than the latter. I am bound to say that there is too much tendency to cram for examinations and not to study for the intrinsic value of the subject. Of course our pupils are young, and we may be looking for too much.

Writing and Drawing.—Our pupils are ready writers, because they get so much practice in written school work. The writing in copy books is generally good, because done slowly, but with the writing of the ordinary exercises I frequently find fault. Paper suitable for led pencils has become so cheap in the form of the "scribbling book" that it is used almost exclusively, often at the expense of neatness and good form. I have advised teachers to get more work done with pen and ink, and by careful supervision to have it well done Teachers are not always good writers, and owing to the wonderful influence of example their malformations may be seen in the work of their pupils. In the early stages of writing most of the teachers use the staff (six lines) and thus secure a good idea and uniform size. The new copy books have done much to improve the writing, as before their introduction children were greatly bewildered by the diversity in the forms of the capital letters used by their teachers. Now the simple and easily made capitals are almost invariably used.

Drawing is well taught so far as imitating the models in the exercise books goes. The blackboard is in constant requisition in teaching both writing and drawing.

What is known as "vertical writing" is regarded with much favor by many of our teachers, especially for physiological reasons, as it compels the child to sit erect and directly face the work. It is also more legible than the standing style.

Physiology and Temperance.—Much interest is shown by teachers and pupils in these subjects. The new text book appears to meet every want. Although instruction is given to the higher classes chiefly, the children of the lower classes pick up much, especially anything in the way of illustration. I am sure that the present efficient teaching of these subjects will tend greatly to give our youth a strong bent against alcoholic liquors and narcotics.

Agriculture.—As the great majority of our teachers are females, this subject if taught at all, is taught only in the most perfunctory manner from the text book.

School Premises.—A good many school premises show a want of interest, taste, and public spirit on the part of trustees. Arbor day has done much to arrest the vandalic spirit so strongly evinced sometimes by pupils, but still we hear of Halloween pranks and the neglect of trustees to repair the damages until notified by the inspector. Teachers too are occasionally remiss in the matter of exercising efficient supervision and in encouraging their pupils to cultivate taste and a sense of order. The sanitary condition of most of the school buildings is good. In the new school houses more attention has been paid to the ornate than formerly, and some fine brick structures have taken the places of old and dilapidated frame buildings. I have not heard of any Local Boards of Health visiting our schools I would most cordially welcome their co-operation.

Trustees.—Owing to the fact that in a good many sections, the majority of the ratepayers have no children to send to school and the prevalence of a parsimonious spirit in school matters, trustees utterly wanting in public spirit and educational interest are too often elected with the mandate of the electors to keep down taxes. To keep down taxes means with them to hire the cheap teacher, to neglect necessary repairs, and in short, to do as little as possible to create or maintain an efficient school. However, I am glad to say that we have many trustees to whom I can accord the highest praise for zeal and an anxious desire to do the best for their schools. As a rule, I may say that teachers are treated with respect by trustees.

Teachers.—There has been a marked improvement in culture and professional skill in teachers since the establishment of model schools. With very rare exceptions our teachers are models of neatness and taste, and the influence of their example must have a powerful effect on their pupils. Corporal punishment is rarely used—abundance of judicious school work is found to be the most potent factor in the maintainance of good order and the development of a healthy, moral tone that acts as an efficient restraint on evil doers. Many teachers make special efforts to render their schoolrooms attractive and pleasant by pictures, flowers etc. Considering that their work is often greatly hampered and retarded by irregular attendance, parental indifference, careless trustees, etc., I must say that our teachers generally have evinced a high degree of skill, industry, intelligence, and patience in their arduous vocation.

School District of North Hastings.

W. Mackintosh, Esq., Inspector.

Teachers.—The number of teachers employed during 1893 was 109. The number of schools and departments was 110. In one section, No. 1, Mayo, as a new schoolhouse was in course of erection, no teacher was engaged.

The professional certificates held by the teachers were as follows: 1 Provincial first, 22 Provincial seconds, 77 third, and 8 Interim Certificates.

Twenty-two were graduates of one of the Provincial Normal Schools, and 79 had received professional training at a County Model School.

In every respect this shows a gratifying improvement over any previous year.

The schools were in actual operation an average of 194 legal school days. In this important matter the past year was considerably in advance of previous years. This improvement was due chiefly to two causes—an increased supply of teachers and the good effects of the Township School Grant, authorized and made obligatory by Section 109 of the School Act of 1891. I hope that ere long the Legislature will summon up courage enough to make it the duty of the County Council to pay to each school at least $50 in addition to the $100 now provided for.

An additional reason for the willingness shown by trustees and people to keep their schools open for longer portions of the year was the liberal grants made by the Department and the County Council to aid the poorer sections. The latter granted, during 1893, $885, and $1,119 was given by the Department. For this liberal aid I wish, for our people and myself, to express thanks.

No one who has been acquainted with the inspectorate for some years can fail to recognize the fact that its teachers have, in some important matters, improved greatly. In scholarship, general and specific, in intelligence, and, on the whole, in professional skill, there has been progress. The greater number are, in the discharge of their duties, as they understand them, conscientious, energetic, and industrious.

In few cases have I ever to find fault with the behavior of scholars in school. With public opinion as it is there is little danger of over-strictness in the matter of discipline, and less danger of cruelty.

In the greater number of our schools the pupils have improved in courtesy, consideration for the rights and feelings of others, and respect for authority. I would like very much to believe that there has been equal development in the sturdier virtues of truthfulness, honesty, moral courage, and devotion to duty.

I fear that in North Hastings, as elsewhere, many teachers aim chiefly at storing the memories of their pupils with information, with facts. During their own non-professional course they learned, or thought that they learned, that this and not the formation and development of character, of right habits, physical, intellectual and moral, was the principal object of school attendance and work. In few cases has the professional training subsequently received made such teachers real converts to correct ideas of the object of education. Their intellectual consent has again and again, I have no doubt, been given to the doctrines that the subjects on the school curriculum are but the instruments of education; that getting knowledge is much less important than the manner in which, and the person from whom, it is obtained. These and other similar dogmas form parts of their professional creeds, but their faith in them has not exerted any marked transforming influences on their professional consciences and lives.

There are teachers, and I hope and believe that their numbers are gradually but certainly increasing, who believe, and live up to their belief, that the best way to prepare pupils for any examination worthy of a place in connection with school work is to teach, to train. They have learned that the pupils who have been trained to think for themselves and to express their thoughts with ease are, *ceteris paribus*, the most successful in passing the examinations. As yet such teachers are comparatively few. Do the signs of the times indicate that their numbers will rapidly increase? Not so long as the average

professional life of a public school teacher is limited to four or five years. Age, some approximation to maturity of character, experience are needed, as well as information and a few months' professional training, to make efficient teachers. Character can only be formed by character. So long as the great majority of our schools continue to be controlled by teachers with little experience and less maturity of thought and habit, no matter how amiable, respectable and bright they are, so long will these schools fail to do well the work which alone justifies their support by taxation—preparation for citizenship and for the duties and responsibilities of life To my mind the educational problem of the day, in comparison with which all other educational problems are relatively insignificant, is how to retain in the Public Schools our experienced and efficient teachers. The constant exodus from the profession of experienced teachers just when they are becoming really efficient is alarming. That so little is said about it is merely an additional example of our habit of mistaking large for small, important for unimportant, essential for non-essential.

To expect the young people who fill the places of such teachers to teach, to educate, is worse than folly.

During the last decade there has been a marked improvement in the teach- of the primary classes. More especially has this been the case in connection with reading, number and language.

With all the classes stress is laid upon the necessity for intelligence in reading.

In an increasing number of schools every reading and literature lesson is made to issue in a composition exercise, or exercises, written by the pupil or pupils. For years I have striven to impress teachers with the idea that the best way to teach composition is to do so in connection with the everyday lessons in literature, geography, physiology, history, etc. There is no subject in the school curriculum that cannot be utilized for this purpose.

I have reason to believe that the love of reading on the part of pupils is growing stronger, but not a little of the reading is confined to fiction of both the literary and political varieties.

It is to be regretted that Dr. Ryerson's patriotic and far-seeing scheme for having a free public library in every school section has not been carried out. With intelligent and careful supervision of the local management of these libraries, and without the incubus of a Departmental bookstore and its accompanying evils, the scheme might have flourished. It had great possibilities for good.

Arithmetic.—As I have already said, arithmetic is well taught to the first classes. The teaching is largely objective. If the solution of problems, the greater number of which have little or no connection with the life outside of the school, is the chief object of arithmetical teaching, then arithmetic is, as a rule, well taught in the more advanced classes also.

There is, however, too little teaching of this subject which takes up so much school time. Too little effort is put forth to lead the children to discover arithmetical principles for themselves and to apply these intelligently and readily in the solution of problems. No subject taught in the schools lends itself more readily to the work of developing the faculties of observation, thought and expression, than arithmetic. All its so-called rules are but developments and applications of a few elementary principles. If the teacher knows his subject, his class, and how to teach, he should have, in most cases, little to do but to present material,

stimulate and direct the thought of the child. Taught as he should be, the child grows every day, learns to think independently and to express his thoughts freely, logically and in good English.

As it is taught now in too many schools, arithmetic has no just claim to the important place it occupies in the time-tables.

If the charge so persistently made by eminent mathematical teachers that the teaching of arithmetic, is relatively neglected in the High Schools of Ontario is well founded, one cause for the inefficient manner in which it is taught in the third and fourth classes of many Public Schools is evident.

As already remarked, an increasing amount of attention is being given to oral and written composition. Since the publication (in 1888) of the "Course of Study" for the Public Schools of the county, that, as well as other subjects, has been dealt with much more successfully and usefully. I have tried to put special emphasis upon the importance of frequent (daily, if possible,) practice in letter-writing, urging teachers to have such practice in connection with the lessons in geography, history, temperance and physiology, and other subjects. For one pupil who, in after years, will have to write essays, two dozen will find it necessary to write letters, business and friendly.

Geography.—The greater number of our schools are fairly well supplied with wall maps. In a good many instances some of these, particularly the maps of Europe and Africa, are not as modern as they should be.

In teaching geography, maps and blackboard sketches are used. In the greater number of cases the pupils are required to draw maps more or less full. In a few schools sand tables are used. On the whole the subject is well taught.

Grammar.—Technical grammar is, I am forced to say, badly taught in not a few schools. The old notion that grammar was taught mainly with a view to the acquirement of the habit of speaking and writing correctly has had to be abandoned. Years spent in studying grammar have not made correct speakers and writers.

In spite of this the subject should remain on the school programme, as experience has proved that properly taught it is among the best instruments that the teacher can use for the development of the intellectual powers. Treated inductively from the start it cannot fail to produce gratifying results. In the opinion of no inconsiderable number of the best teachers in this and other counties, the authorized Public School grammar is not an aid to good teaching. The same charge is made, with reason, against the Public School arithmetic.

History.—In connection with the lessons in history, instruction is given to the third and fourth classes on "How we are Governed." In this way useful knowledge about our municipal, provincial and federal institutions is acquired.

Writing.—If facility in writing and legibility be taken as the *criteria*, our pupils write much better than children of the same age did years ago.

Temperance and Physiology.—For many years temperance and physiology have been obligatory subjects for the second, third and fourth classes of our schools. The lessons are usually conversational. Contrary to the expectation of many, few exercises are more popular with the children. Knowledge of the nature of alcoholic beverages and of their injurious effects on the systems of those who indulge in them cannot but prove beneficial.

Very few of the teachers are not subscribers to some educational journal. At least half take both the (Toronto) *Education Journal* and the (New York) *Teachers' Institutes.* The *Popular Educator* (Boston), The *Primary Teacher*

(Boston), and the (New York) *School Journal* are also taken. To a goodly number these periodicals are sources from which professional inspiration and educational principles are drawn. By too many, I fear, they are valued in proportion to the number of teaching plans and devices they contain. In any case good is done by their circulation. Our schools owe very much to them. There is an evident growth among teachers of an appetite for good professional literature.

Premises.—Year by year school buildings and premises are being improved. They are now a pleasant contrast to what they were when I began my work as inspector. During the last ten years the improvement in this matter in the townships on the colonization roads has been very marked. Indeed the percentage of schools well furnished with desks and seats of modern pattern is much greater in these townships than in wealthier districts nearer the front.

For some time the County Model School has not been doing good work. The inadequate nature of the professional training given in it has retarded the progress of the schools of the whole county. Changes are being made which, the trustees hope, may make it more efficient

During the past year, instead of the usual two-day annual conventions for the whole inspectorate, three institutes were held at Stirling, Madoc and Marmora. The result was, in point of attendance and good done, so satisfactory that, as opportunities present themselves, other such institutes will be held.

As a result of the sensible changes made in the Departmental Regulations relating to the Public School Leaving Examination, a number of fifth classes have been established. They are composed almost wholly of pupils who in any case would not have gone to a High School. This fact alone is a sufficient justification for such classes. I hope to see their number increase.

In spite of the weaknesses which I have felt it my duty to animadvert upon, progress is being made. Twenty years intimate acquaintance with the inspectorate and its people have not disheartened me in my efforts to enhance the educational opportunities of its children. Not a few of the hindrances that seemed some years ago almost insuperable, have disappeared. Others that appear at present to be insurmountable will, I am satisfied, in some way be overcome. Long experience has increased my faith in humanity, in the honest desire of the people to afford, in proportion to their means, educational advantages to their children. The official who intelligently, honestly and enthusiastically works for the elevation of the schools in efficiency will rarely fail to secure the support of the people.

School District of South Hastings.

John Johnston, Esq., Inspector.

Reading—The word and sentence method and the phonic method are used in teaching reading in all the schools. The pupils are taught from ten to fifteen words at first by the word method, and then these words are put into sentences on the board in script. They are taught the intelligent use of the words in speech, the recognition of the words at sight, the getting the thought of the sentence by silently reading it, and then the reading of the sentence sufficiently loud and with proper expression. They are taught to write the words and sentences between lines permanently ruled on the slate by the teacher. They are then taught the sounds of the letters by slow pronunciation. The "look and say" method is only used at first, and then the sounds are so taught that the pupils can acquire the pronunciation of new words for themselves without

the aid of the teacher. The alphabetical method has not been used since 1871, when I first took charge of the schools. There is so much time taken up with literature that I do not think that reading in many cases is as well taught now as in former years. There is too much time given to literature and too little to reading. In many cases the pupils do not speak sufficiently loud, the reading is monotonous and lacks expression and life, and the voice is dropped at commas. Teachers who are good readers and appreciate good reading, teach reading well. They insist upon their pupils speaking in a proper tone of voice, and with proper emphasis and expression, and give plenty of instruction, imitation, and practice. They will not allow them to drop their voice at commas, and they see that the proper words are emphasized. Pupils generally understand the substance of the lessons read and the meaning of all the important words. The fault is becoming too common of speaking too slow and in too lifeless a manner. In the course of study prescribed for the schools of the county, teachers are advised to give four lessons in reading daily, to Part I. pupils, to Part II. classes, at least three, to second classes two, and to third and fourth classes, at least, one. From what I hear occasionally, I am afraid that some teachers do not heed the above advice. In every school the teachers are strongly advised to insist that their pupils speak loud enough and read with life and energy. Scholars are tested in spelling at the close of each reading lesson by writing in sentences the important words in the lesson. The teacher goes behind the class looking at the slates, pronouncing the important words and then spelling them by syllables, the scholars underlining their own mistakes under the watchful eye of the teacher. The misspelled words are sometimes written on the blackboard or the pupils go to their seats to write the misspelled words four or five times in sentences. Teachers are urged to give frequent and thorough reviews on all the lessons back to the first part of the book, and to make the corrections in spelling in the way mentioned with very little loss of time.

Arithmetic.—In some case the simple rules are not as thoroughly taught as they should be to make the pupils correct, quick, and neat in all their plain work. In a great many schools this work is done well, all the addition, subtraction, multiplication, division, and other tables being thoughtfully and thoroughly taught. The analysis of the numbers, including 10, are taught to Part I., and from 10 to 100 to Part II., with the multiplication table to 10 times. Some teachers do not give enough of drill on the board in the simple rules. They must be drilled on both board and slate to make them quick and correct, and many scholars in Part II. can add up as fast as the figures can be pointed to. I think there is a great improvement in teaching mental arithmetic. The scholars are allowed a reasonable time to thoughtfully get the answer without the smart and quick scholars throwing up their hands to put out their more slow and timid ones. They are then asked to show hands, some one is then asked to reproduce the question and explain it in good language and in a proper tone of voice. Blocks, numeral frame, and splints in bunches of ten are used in teaching the analysis of numbers and notation and numeration.

Geography.—This subject is taught from good wall maps, the text book being used with advanced classes in reading up for themselves more information than was given by the teacher from the map. They are taught and drilled so thoroughly on the map that they have a complete picture of it imprinted on the mind, seeing in imagination the position of countries and all the useful matter that has been taught. The map is turned over when they are questioned. The things taught are not written on the board and then transferred to note books, but remembered as the lesson proceeds, and when they have finished the map

they are in another way tested by drawing an outline map from memory, putting in the countries, rivers, etc. It is a waste of time to write everything taught on board and then in note books. In this way the geography of Canada and the British Empire and all continents and countries are thoroughly and pleasantly taught. The text book is not recommended to be used with the second and third classes. Note books are necessary, but the tendency now is to use them to excess. It seems that everything has to written in them. They must be used instead of slates in some schools, and filled with grammar, geography, history, hygiene, arithmetic, and other subjects.

Grammar.—This subject is very poorly taught in some schools, in fact in many of them. If a teacher is asked if the pupils of the fourth class know the moods, tenses, participles, passive voice, the conjugation of the verb to be, etc., you are told they are just beginning that part of the grammar, but never get over that part that so few scholars ever know. Many teachers enter the profession very badly prepared to teach this very important and easy subject to teach. Candidates with non-professional thirds and seconds attend the Model School with no more knowledge of the subject than a well prepared fourth class. The grammars are much to blame for this state of things when they tell you that one noun can possess another noun, and that too, then, also, yet, therefore, now, still, hence, likewise, and many other such words are conjunctions, when a well trained class can show philosophically that they are nothing but adverbs. The moods, tenses, and conjugation generally, participles and infinities are so badly arranged and explained that neither teacher nor pupils can have any clear and correct idea of that *part* of the grammar that can be intelligently taught to a class of fourth class pupils in less than a month. Many pupils at the last Entrance Examination called the perfect participle "having taken" a verb. I had meetings in every township last year, and this subject was taken up at each meeting, and teachers were advised to use the blackboard in teaching the forty or fifty pages not generally known by pupils and young teachers, and were shown how easily the subject could be taught to all pupils when stripped of all the nonsense and rubbish with which it is made obscure and difficult. Some of the teachers have been teaching this subject in a thoughtful and practical way with excellent success, and many are now teaching their pupils very successfully, while others who follow the usual method leave their pupils in blissful ignorance of the subject.

I believe that composition and letter writing are very well taught in all the schools. The scholars of the second, third and fourth classes are thoroughly taught the position and punctuation of the heading, address, salutation, subscription and superscription of a letter, and where the body of the letter and each paragraph should begin. They are given plenty of practice in writing on different subjects, and all teachers read one or more of the many useful works on language and composition recommended for their use.

History.—The authorized text-book is used in teaching British and Canadian history to fourth and fifth classes, but in connection with the book there is a good deal of conversational teaching practised. Canadian History is taught in the third classes by well prepared notes and by suitable talks. I think this subject on the whole is quite well taught to the third, fourth and fifth classes; proper attention being paid to the great men and women of both Canadian and British history, and only the important and necessary dates are taught. One of the defects in teaching the subject is sticking too closely to the words of the book, but I think that this is very rare.

Writing and Drawing—In the course of study for the schools of the County, teachers are requested to give one-half hour each day to the teaching and practice of writing. Many teachers teach this important subject well and pay proper attention to it in all written work as advised in the course of study, but some are careless and think that it is not worth any attention, and this is the case in some of the 4th and 5th classes. Drawing is well taught in all the schools.

Physiology and Temperance.—These subjects have been well taught in all the third classes for many years, at least since we have had promotion examinations, but until lately they were not generally taught in the fourth and fifth classes. In some rural schools the subjects were taught to all the classes, but in graded schools they were neglected. Since they are compulsory at all examinations the fourth and fifth classes are now being taught. A suitable book is now in the hands of all teachers and fourth class scholars. The subjects are taught to third class pupils by conversational teaching, and this is the method adopted in teaching fourth classes, teachers using the book for their guidance, and only the important and useful parts are taken up. Teachers have been strongly advised to give the information in carefully prepared talks accompanied by frequent and thorough reviews. I am satisfied that the teachers are doing this work thoroughly and well and to the pleasure of the pupils.

Agriculture.—This subject has been taught in a few schools, but not in all. I am not prepared to say how well the subject is taught. There are a good many subjects to be taught, and I have not given this new subject much attention, but I will do so in the future.

School Premises.—Trustees are always willing to keep the school premises in good repair, and whenever their attention is called to necessary repairs they are always willing to comply. The fences and grounds are generally in good order and many trees have been planted during the past few years, and many schools have been supplied with the most approved desks and seats. In reporting to trustees, if I should ask that certain maps and requisites be procured they get them willingly, and they are sometimes annoyed that the teacher did not tell them what was needed before. I have always found trustees anxious and willing to render every assistance to teachers, and if the teacher is earnest and works well in the school they are always willing to increase the salary and make it pleasant for the teacher. If teachers would teach more thoroughly, review more frequently, and have a public examination during each term, when all the parents and others are invited to be present, they would do much to raise themselves in the estimation of trustees and people. We would have better schools and better scholars, for if it was known at the beginning of the term that there would be a thorough examination after a time both teacher and pupils would work with greater energy and life than they otherwise would. Teachers are expected to have an examination during each term, as is stated in the Course of Study.

Teachers.—From the amount of time spent in the preparation of teachers at the Model and Normal schools, many teachers should be much better than they are, but this is not the fault of the training in all cases, but from a lack of life and energy on the part of many of the teachers. If the principal of a Model school is a thoroughly live man, the teachers coming from such a school will do good work, but when the principal is not the man for the place, the teachers go away with very poor ideas of teaching and discipline. A good Model school is one of the best institutions of the country when properly conducted by an energetic and live principal. It takes some teachers too long to do a little work. In an ungraded school, or in any school, much of its success depends upon the

amount of good, thorough, thoughtful work that is done during the day. A teacher who will nearly take up the twenty minutes in examining on one stanza in literature will never be a success in the school room. Literature should be taught to all classes, but it can be overtaught, and this is the tendency at the present time. At one time it was mathematics, and now the craze is literature. Some teachers enter the profession that all the training schools in the country could never make good teachers. They may take up twenty minutes in teaching a very good lesson, but they are deficient in so many other essential qualities of a good, live teacher, that they are forever failures in the school-room. Such teachers will get schools, but they satisfy no one, and inspectors have to do the best they can with them. But outside of this dark picture, we have many good, zealous, hard-working, and energetic teachers, who teach thoughtfully, who are good character-builders, and efficient educators, properly governing their schools, and getting the good-will and attention of their pupils, but we have some who are careless and indifferent, who never wake up scholars, never review, and are always surprised when their scholars fail at inspections, and say they thought they knew it, they did know it before the holidays or three months ago.

But the great majority of the teachers are doing all they can to make themselves better teachers, are becoming more efficient every day, and are preparing themselves more thoroughly for the work by reading one or more of the educational journals and books pertaining to the profession of teaching.

County of Prince Edward.

G. D. Platt, Esq. Inspector.

Reading.—The importance of this subject is fully appreciated by our teachers generally. In a large number of schools the reading is excellent and in scarcely any does it seem to be neglected. Teachers generally begin with the object and the action, afterwards introducing phonics. To some extent the word, or "look or say," method is also employed in the primary classes. Some children have been taught by the alphabetic method before entering school, but none of our teachers employ it alone.

The character of reading has greatly improved during the last ten or fifteen years, especially in the junior classes. Indeed I think the best readers are often to be found in the second forms of our Public Schools. This is partly due to the greater attention paid by the teachers to the junior classes in this subject, and partly to the superiority of the book used. Pupils in the first and second forms read not less than twice a day, and the seniors but once. All classes are taught the meaning of what they read to enable them to give the proper inflections. Spelling is taught by dictation generally taken from the reading lesson.

Arithmetic.—This subject is carefully and thoroughly taught. If there be a defect in results, I think it is want of accuracy, and this is often due to irregular attendance rather than careless teaching. The same pupil is more accurate in his work after a period of continuous attendance than under less favorable circumstances. The teaching of junior classes is excellent—the idea of numbers being developed philosophically. In no subject has greater progress been made than in the teaching of Arithmetic.

Geography.—The teaching of geography, especially to seniors, is somewhat modified by the requirements of the examinations as shown in the character of the questions asked. In this way a practical turn has been given to the subject showing a great improvement over former methods. There is still, however, too

much dependence upon the text book by some of our teachers and too great demands made upon the memory of the pupils. Particular attention is given to the geography of the Province and country. The schools are well supplied with maps and globes.

Grammar.—A good deal of attention is given to instruction in practical grammar as being the most important phase of the subject. Most of our teachers insist on correct answers to questions by their pupils, and criticise the conversasation of the schoolroom generally. The reading lessons are commonly used as exercises for analysis, teachings part of speech, etc. All teach composition regularly, some have an exercise nearly every day, others not oftener than once a week. In most of the schools, however, there is daily practice in all above the first form, in sentence making and other work introductory to composition. In the second and third forms about 30 to 40 per cent. are able to unite composition fairly well, and in the fourth and fifth forms the percentage would probably be 50 to 75.

The defects in teaching this subject arise from following too closely an unsuitable text book, and requiring too much memory work.

History.—While many of our teachers treat this subject in a satisfactory manner, I fear it is true that a large number teach it specially in reference to the examinations. A dry summary of facts can only be made interesting by the explanations of the thorough teacher. Such a summary is all right for the teacher, but all wrong for the pupil. Children read fiction and remember the most trifling circumstances, and I believe that a text book for pupils should be so attractive in matter and illustrations as to become a means of recreation.

I think the text book is largely used by teachers. Not much attention is given to dates. Patriotism is indirectly taught in the history but does not receive prominence. Canadian history is fairly taught and our relations to the British Empire appear to be generally understood by the pupils.

I fear very little attention is given to the reading of side-lights by the pupils and far too little by the teachers themselves. An excuse for this is found in an overcrowded programme and the high-pressure condition induced by the examinations.

Writing and Drawing.—The progress in writing is unsatisfactory, chiefly, I think, on account of the haste with which pupils are accustomed to do their multiplicity of notes and written exercises. The blackboard is in general use for junior classes both in writing and drawing. In the latter subject good progress is being made.

Physiology and Temperance.—These subjects appear to be well-taught, generally by lecture, and considerable interest is manifested by both teachers and pupils. A chart or manikin such as may be procured from the Map and School Supply Co. for a small price, adds greatly to the interest.

Agriculture.—I do not think this subject is taught now in ten per cent, of our schools. Some interest was manifested a year or two ago, but it is now generally dropped. The great trouble is an overcrowded programme and consequent difficulty to find time for all the subjects. My advice to teachers was to take agriculture during the winter months while the older boys were in attendance, but I fear this is now mostly discontinued.

School Premises.—Very few school premises are out of repair, and trustees are generally willing to make necessary improvements. The outhouses and grounds are mostly in good order and considerable attention is paid to the sani-

tary condition. I cannot say that much improvement has taken place recently. Unless in cases of necessity, no attention is given to the matter by Local Board of Health.

Trustees.—As a rule trustees manifest a deeper interest in the welfare of their schools than was the case formerly. Their treatment of teachers is respectful and considerate, but I cannot say that they have improved as school visitors. Indeed I fear a large proportion of them rarely act in that capacity.

Teachers.—Those of our teachers who have been for some time in the profession evince a gratifying breadth of thought and a good degree of professional skill. They have come to a due appreciation of their vocation as character-builders and in general, prove efficient workers. But it must not be forgotten that many of our schools are in charge of those who have just entered the profession and have therefore much to learn in these respects. In spite of this drawback, however, thanks to our excellent Model School system, the work of the schoolroom goes on smoothly and satisfactorily, with rarely a jar. The discipline partakes largely of moral suasion, and the resort to corporal punishment is the exception. A healthy public opinion on the part of the people, and a professional *esprit de corps*, combine to create a stimulus which can hardly be disregarded by individual teachers. If anything were wanting to reach the most obdurate, it is more than supplied by the Entrance Examination.

County of Northumberland.

E. Scarlett, Esq.

Reading.—Phonic method not used; alphabetic method not used; teachers adhere to "look and say" method. Mere mechanical part of reading very well taught, but a lack of modulation, intonation, etc., noticeable. Find as a rule in schools that pupils afflicted with monotone and drawl do not read intelligently. Comparatively few of our teachers read well. Seem uncertain as to emphatic words in teaching junior classes—a mischief here in laying the very groundwork. Older pupils are not general readers. Read a lesson from the school book that they have learned mechanically and know partly by rote, but cannot read a newspaper handed them by an examiner.

Spelling.—Taught orally and by writing (so far as words and phrases are concerned), mixed with an occasional exercise in dictation. Sometimes pronounced good spellers, yet cannot spell proper names—names of persons and places. Find a difficulty in writing a list of names, or in addressing envelopes or in spelling common household articles; confined too closely to the readers.

Arithmetic.—The simple rules of arithmetic are generally well taught. For want of practice I sometimes find the pupils not expert. Nothing to prevent expertness and accuracy in these simple rules. No occasion to wait—and wait for results.

A lack of expertness and accuracy in the simple rules makes slow work among the senior pupils. Answers cannot be obtained on account of errors, and teachers are put to the trouble and annoyance of doing the mechanical part of the work themselves. Pupils well drilled in primary work only require directing. How often our High School teachers notice this!

Geography.—Our schools are well supplied with maps. Teachers are not dependent upon text books. Political, mathematical, and physical geography receive careful attention, and are fairly well taught.

Grammar.—To the practical, everyday use of the English language among the pupils not only in the school-room but on the playground, and on the road to and from school, our most advanced teachers pay very special attention. Among young teachers too much time given to textbook. In nearly all our schools composition is regularly taught.

History.—Taught for the most part conversationally—books used for home reading. Impressed by reproducing principal topics in paragraphs—side-heads. Pupils taught newspaper paragraphing in earlier composition, in chronicling local happenings. Marked attention given to Canada in her relations with the Empire. Too much time consumed in reading and attempting to memorize present authorized text book.

Penmanship.—Better off-hand writers than in former years: readier; more style; more individuality. In many of our very best and most advanced schools no copy-books are ever used—no copy-books. In these schools the penmanship of the pupils is much admired.

Physiology and Temperance.—Taught conversationally, and from day-to-day incidents to make impressive. Too much attention to bare textbook by young teachers.

Agriculture.—Taught in nearly all our Public Schools. Pupils taught to give reasons for ordinary agricultural processes.

School Premises.—Marked improvement in every respect, except ventilation, and in this respect the village of Campbellford is a credit to the Province.

In most places a visit of a Board of Health to a Public School would be a something so sudden and so unexpected, as peradventure to be attended with serious results. Brighton, with an active Board of Health under the control of its enthusiastic chairman, Dr. Dean, may be considered safe in a sanitary sense.

Trustees.—Cannot here find fault with Public School trustees. They are generally considerate. Township conventions of school trustees, held during the winter months, have done much good in this county.

Teachers.—It should be unnecessary to repeat that at eighteen years of age teachers are too young to have the full oversight of a school. Simply an attempt of children to teach children. Very little may be expected in the way of character-building, the most important part of the whole process.

County of Durham.

W. E. Tilley, Esq., Inspector.

Reading.—Phonic and "look and say" methods combined. Alphabetical method not used, only in so far as it is connected with the other methods and may be made to assist the pupils in using them. Part I. and part II. classes read at least three times a day, one lesson being on the back work. In this review lesson, pupils are expected to know the words at sight and to be able to spell them both by sound and by letter, and to write them on their slates from dictation. In preparing reading lessons, pupils make lists of doubtful words and learn to spell them, and where the blackboard area is suitable, write them on the board before the time for the lesson. Just before hearing the pupils read, the teacher drills on the phonics, pronunciation and spelling of these words, and tests their ability to write them on their slates. As dictation is rather a test of spelling than a means of teaching it, the dictation lessons are very short in all classes

and especially so in the junior classess. The junior pupils transcribe their lessons freely and in nearly all our schools, very neatly indeed, one lesson a day at least being written in ruled spaces, the little ones doing their own ruling. The lesson thus becomes an exercise in writing, in drawing, in spelling and in general neatness. The reading, when confined to the lessons in the authorized readers, is too limited. We need supplementary reading from the first, and for a time the teacher may supply this by using the blackboard, but later it is impossible to do so, especially in an ungraded school. Easy, interesting story books would meet the want, and, if of the right kind, would, I think greatly increase the pupils' taste for home reading. The reading in nearly all our school has very much improved during the last five years.

Grammar.—This subject is taught, (1) from sentences with little or no reference to the text book, (2) from the text book with almost constant reference to sentences. Simple sentences with the three parts actor, action and object acted upon, are first considered and the pupils made familiar with each part—how to select the parts, and how to use them in sentences. The various modifiers are then discussed and classified, (1) by form into word, phrase and clause, (2) by value into adjective and adverb. The principal modifications of (1) name, words or nouns, (2) action words or verbs are also discussed with the class in a familiar way, and numerous examples given on the use of modifications and modifiers—when the one should be used and when the other. The other departments of grammar are taken up with the class in the same familiar way, and the pupils encouraged to use their knowledge in building up sentences without being required to give definitions only in so far as they can easily formulate the definitions themselves. This sentence work is done with little or no reference to the pupils' book work, and often quite in advance of it. The book work, however, is taken quite regularly, and always on work that is familiar to the pupils before they see it in the book. The definitions, explanations and rules in the book are then easily understood, and, so far as necessary, committed to memory. Readiness in distinguishing the parts of a sentence, and aptness in using them in composition is considered, by nearly all our teachers, of far greater importance than mere memory work.

Arithmetic.—The simple rules are generally well taught. The junior classes take regular drill in, (1) facts, (2) vertical practice, (3) horizontal practice. Addition and subtraction are taken together from the first, and so with multiplication and division. Part I. classes and 1, 2, 3 and 4. first regularly and then in any order, up to 24 at least. Part II. finish addition and subtraction, and the second class multiplication and division. The tables are well-known and the work in most schools, very rapid, indeed. There is a tendency to neglect the theory of arithmetic, and to depend too much on one or other of the numerous little exercise books, on the part of some teachers; our best teachers, however, still combine theory with practice. Problems are generally fairly well taught, and pupils state their work neatly.

Geography.—Our schools are fairly well supplied with wall maps—good maps of the world, the Dominion and Ontario at least. The geography of North America is well taught in nearly all our schools, and especially so the geography of Ontario and the Dominion with the border states. Europe and the British Empire are also well taught in the fourth classes.

Writing and Drawing.—The pupils of the county write and draw very well as a rule, much better than they did a few years ago. The blackboard is used but not as much as it should be in teaching these subjects. There are in my opinion too many books in the writing course for public schools. Two or three

at the most would be better—the pupil's every-day work should be sufficient after he has acquired the proper forms. The drawing course for the second and third classes is too heavy. The fourth class course is now about right, but two books would be better than one.

History.—In rural schools with one teacher, the time given to the teaching of such subjects as history must be very limited. The limit of work in history for the high school entrance examination is at present far too extensive. It should be shortened but how is not easy to say. Our teachers like the new text book well, and are doing their best to crowd all the information contained between its two covers into the heads of those of their pupils who intend to write at the entrance examination. All feel that the range of work is two great, and the number of leading facts to be mastered dangerously large, but nothing remains but for the teachers to drill and the pupils to plod. I am afraid that this state of things will continue so long as we attempt to give a mature university course to immature public school boys and girls.

Physiology and Temperance.—This subject has been very well taught in many of our schools since the new text book has been in the hands of the teachers, and the pupils in many instances are deeply interested in the subject.

Agriculture is not taught in many of our schools—in only 8 or 10 per cent. of them, and in these only to a few pupils.

County of Peterboro'.

J. C. Brown, Esq., Inspector.

Reading.—Primary reading is not well taught. There are various methods of introducing the subject. The alphabetic, "the look and say," the phonic analytic, the phonic synthetic, and the eclectic are all in vogue. The results are not satisfactory. Children cannot read as well at twelve years of age as they ought to read at nine. This remark is as applicable to the children of Toronto, as to those of the most remote country district. The imperfections of our alphabet are responsible for much of the time worse than wasted in teaching this subject. These imperfections, however, are nothing like as great as is generally supposed. Most of them can be overcome with comparatively little trouble. Perhaps I cannot do better than indicate how.

There are five one-letter vowels, a, e, i, o, u; and four two-letter vowels, oo, aw, ou, oi. Of the two-letter vowels, the last three have two forms each, the other forms being au, ow, and oy. The two-letter forms should be taught as though they were represented by one symbol each. To illustrate:—The word "Paul" should be represented as consisting of three parts, P-au-l. To name a part of that word as a, and another part as u, is to mislead. So also the word "sound" consists of four parts s-ou-n-d; o and u are not in the word to the ear.

There are eighteen one-letter consonants, b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z; and six two-letter consonants, ch, sh, th, th, wh, and zh; and also three redundant consonants, c, q, and x. Of the one-letter consonants, g, h, w, y, and z, are commonly named wrong. The first of these, (g) is often silent. When it has its effect it is used, on an average, sixteen times hard (as in go) to five times soft (as in gem). Hence its name should contain its hard effect, as the first part of geese. The advantage of so naming it will be apparent in spelling and pronouncing such words as got, gave, glad, grind, bag, brag, etc. The second (h) should be called he. So call it in spelling hat, hut, him, home, hold, harm, help,

etc. The third (w) should be called we. So call it in spelling win, west, will, warm, wise, etc, Double u, refers to its shape and not to its sonant effect. The fourth (y) is commonly called wi. To so call it is as convenient as it would be to call b by the name de. The letter (y) should be called yi. We associate the vowel i with it rather than e because it is often used for the former. Call it yi and spell and pronounce yet, yes, yell, yam, yelk, yoke, York, you, etc. The fifth (z) should be named ze, as it is generally by Americans. So name it and spell zone, zero, zebra, zenith, etc. The general rule to be observed in naming consonants is this:—The name of a consonant should contain the effect of that consonant and the effect of no other. This rule is observed in naming most of consonants as generally done. It should be universal. The two-letter consonants are named by adding e to each, giving he, she, the, the, hwe, (hwe) and zhe. Zh is seldom seen, but its effect is often heard. Spell and pronounce, using the two-letter consonants, the following:—sham (sh-a-m,) ship, shore, shape, sharp; chop, charm, church, chime; march, match; them, those, that, there; thin, thank, thimble, thistle; when, while, which, whelp; and so on.

The names of the symbols should be taught, and "spell and pronounce" should be the rule from the beginning.

The chief defects in reading are:—Inability to pronounce individual words; inability to attach a, an, and the, properly; inability to grasp the meaning; and hence improper grouping of words, false emphasis, and wrong inflection.

As a general thing teachers are poor readers, not a few of them very poor. They are prepared in the High Schools and Collegiate Institutes. In these institutions there are specialists in classics, in moderns, in mathematics, and in science; but a few of them can read, very few read well. Reading is not fairly dealt with. There are only two examinations in reading, one for entrance to the High Schools and Institutes, the other preparatory to passing the primary examination. It is safe to say that at both, if the candidate is well up, or supposed to be well up, in the other subjects, there is little probability of his being rejected on the score of reading. There is no further examination in the subject. Hence the High School course may be finished, the college course begun and ended, a degree obtained and the young man unable to read. The general result is, bad reading in our pulpits, bad reading in our courts of justice, bad reading by our teachers, bad reading everywhere. When we want to hear good reading we must pay for it, pay well. A great mistake was made when "The Principles of Reading" was dropped from the list of subjects at the departmental examinations. Reading should receive attention from entrance to the Public School to graduation at the University.

Arithmetic.—Pure arithmetic is badly taught. The nature of numbers, their sequence the comparison of one with another, the precise meaning of each figure representing a number in ordinary notation, the distinction between odd and even, and the application of this distinction in working the simple rules, all these are neglected, or little dwelt upon. Many teachers are lead into following the Grubé system, taking each of the first ten numbers and manipulating it in every possible way. Many have their children counting sticks, thus dwarfing their minds. A go-cart *may* be a good thing to teach a child how to walk, but its continued use is a very bad thing. There is an attempt to teach the application of arithmetic before teaching arithmetic itself. Problems! Problems!! Problems!!! The so-called, but *mis*-called mechanical parts of arithmetic (the simple rules, measures and multiples, manipulation of fractions, involution and evolution), are indifferently taught. Pupils, when they enter the high schools, are defective in these particulars. The high school master does not consider it a

part of his work to remedy these defects. His pupils are blunderers when he gets them and often worse blunderers when he gets rid of them. The public school arithmetic is a very inferior book, in many respects much below others previously used. The high school arithmetic, while admirable in some particulars, bears evidence of having been thrown together without much consideration. The cry is almost universal that our young people are not properly prepared for the counting house, the office, and the ordinary business of life by the training they get in arithmetic in our public and high schools. Their defective training is partly due to defective text books, and partly to following the advice of educational quacks.

County of Haliburton.

C. D. Curry, Esq., Inspector.

Reading is generally well taught. In the primary classes the phonic method is introduced at as early a stage as possible. We have no teachers in this county who use either the alphabetical or "look and say" methods, except incidentally. In all the classes due attention is paid to emphasis and expression, as well as to the endeavor to bring out the full meaning of the text. The most noticeable defect is imperfect enunciation, a lack of clearness and distinctness of speech. I have made it a point to call the teacher's attention to this where I find it to occur, and have insisted upon proper care being taken to correct it.

Writing is not generally well taught. The country schools show better work in this branch than those of the villages. This I attribute to the greater use of the lead pencil and scribbling book in the latter, inducing a cramped and illegible style. In several of our schools the vertical system has been introduced, and I shall watch the result with interest.

Arithmetic receives its due share of attention, but I am of opinion that more practice work should be given in the elementary rules.

Grammar.—More attention has been paid to composition than to formal grammar. I find that in all the schools the former in some form or other (generally letter-writing and reproduction) constitutes part of the regular work. I have encouraged teachers to follow this course as being of most essential service to their pupils.

Geography.—In the junior classes geography is taught from the wall-maps supplemented by the blackboard In the fourth classes text books are used in this subject as well as in history and grammar. I cannot say that much attention has been paid to the subjects of physiology and temperance or agriculture, and where they have been introduced it has been generally in view of coming examinations.

Teachers.—Female teachers are largely in the majority, there being only eight male teachers in the county. Since the establishment of the Model School, change of teachers at the close of the year, or term, has not been so common—many "teaching out their certificates" in the same section.

A class of twelve attended the Model School during the session of 1893, most of whom have secured positions. The usual two days' session of the Teachers' Institute was held at Haliburton, with an attendance of thirty-seven. We had the advantage of the presence of Mr. J. C. Brown, public school inspector for the county of Peterboro', who contributed materially to the success of the meeting.

School District of East Victoria.

J. H. Knight, Esq., Inspector.

Premises.—The improvements in school buildings and accommodation move faster than those in teaching. With a few exceptions the buildings are comfortable and well furnished with desks, blackboards and maps. In a few buildings special attention has been paid to heating and ventilation. Some progress has been made in planting trees and beautifying the grounds. Painting, whitewashing and cleaning are more willingly done than formerly.

Teaching.—Improvements have been made in teaching, but not to the extent that could be desired. The chief defects are want of thoroughness, pushing scholars too rapidly; lack of energy and love for the work on the part of teachers; and deficient scholarship, chiefly in the English branches. Our professional training has outrun the non-professional.

Reading.—There has been a marked improvement in the teaching of reading. Formerly there was lack of distinctness, especially with the juniors. Most of the teachers adopt the phonic system, more or less, and the blackboard is freely used. This system is particularly successful in the Lindsay schools. The first reader, part I, is dispensed with here, and, for some reason, the greater part of the second and third readers is omitted. In all other schools the books are read through. Some teachers combine other systems with the phonic. Most of the teachers question freely as to the meaning of the lessons. Spelling is examined both orally and by dictation.

Arithmetic.—There is a tendency to spend too much time at problems and too little in obtaining correct results and speed in mechanical operations. The attention of teachers has to be called to this matter frequently. At the recent Model School examination a singular lack of accuracy was shown. Eighteen candidates confounded measure and multiple, while only fourteen understood what was meant by the measure of a number.

Drawing.—Some teachers pay a deal of attention to map drawing, with good results. In some schools colored crayons are used for blackboard work. Most teachers find it difficult to interest pupils in products of countries or in manners and customs of nations. There is not so much rote teaching as formerly.

Grammar.—A great improvement has been made in the teaching of grammar. The fact that the entrance papers have of late years been so practical as compared with what they formerly were may have much to do with this. What used to be a dull study is now one of the most interesting exercises in the school. Its application to reading and composition is generally appreciated by those who have mastered its details. Composition is commenced much earlier than formerly, but not much advance has been made in letter writing.

History.—For some unexplained reason nearly every teacher seems to hate history. Some think there is too much ground to go over, others want a better text book. Some would leave it for the High School, and others think it not much use any how. A few manage to cram the pupils with enough to pass the entrance, and a good many do not. The remedy would be to have the subject better taught in the High Schools.

Writing.—More attention is paid to legibility of writing than formerly, and also to neatness; but pupils seem to go back in writing more readily than in any other subject. Often a teacher by skill and perseverance has brought the

writing of his school to a high state of perfection. A new teacher takes his place, and in less than a week a year's hard work is apparently lost.

Drawing.—It would be better if there were more drawing from the blackboard and less in books. It is easier to tell pupils to buy books than to teach them how to draw.

Temperance and Hygiene are taught in a few schools by conversations. The use of the text book by young pupils is not of much value.

Agriculture.—There is very little agriculture taught at present. If the teachers could be induced to attend to the summer lectures at the Guelph Agricultural College, some live work might be done. Would it not be a good thing if there were a picture of the Agricultural College in every rural school ?.

School District of West Victoria.

Henry Reazin, Esq., Inspector.

Reading.—Primary reading in most of the schools is well taught. There is some diversity of opinion amongst teachers as to methods.

The "look and say" method.—Only a few of my teachers adhere to this method. It is evidently going out.

The mixed system.—(Necessary letters, with reading and oral spelling from the start.)—The majority of my teachers still adhere to the mixed system, and they are my best teachers of the first book classes.

The phonic system.—This system is now being rapidly introduced through the agency of the county Model Schools. My experience is not altogether in favor of it. The Model School graduates generally try it at first. Some succeed, but generally at the expense of time and spelling. The majority fail, and I think for the following reasons :

1. English is not a phonic language.
2. The phonic system is only a partial system at best.
3. It keeps the children back from six months to a year.
4. As a rule, it makes poor spellers of them.
5. It is synthetic and not analytic teaching, and is not therefore philosophic or rational.
6. It consequently has a tendency to confuse the mind of the children, rather than to develop them. Phonics can be used for the purpose of drill in enunciation with advantage, but so can words containing the same sounds, and much more intelligibly. I think phonics, as a sole method of teaching reading, will always be a failure.

Arithmetic.—This subject is well taught. Much attention is paid to neatness, accuracy and rapidity. Those teachers who teach the combinations in addition and the other tables most thoroughly in the junior classes are the most successful. All teachers use blackboards constantly in teaching arithmetic.

Geography.—Our schools are well supplied with maps and globes. Our teachers give less time to the topical system and to map geography generally than formerly, which I think is a loss, more especially to the junior classes. Much attention is paid to map drawing.

Grammar.—The teaching of grammar went out with the introduction of the entrance examination papers and the new text books. It is quite common to find pupils in the fourth class in the rural schools unable to decline a pronoun, conjugate a verb or parse a simple sentence correctly. More attention is paid to the correction of mistakes in conversation and in the pupils' answers, and more especially to composition, than formerly.

History.—If we judge from the poor showing made by entrance candidates on the history papers, we must admit that history is not well taught. It is a question whether those who set the history papers keep sufficiently in view that the facts of history naturally precede the philosophy of history in the order of teaching, and that in the public schools more attention should be paid to the former than to the latter. Teachers are largely guided in their teaching in all public school subjects by the entrance examination papers.

Writing and Drawing.—Drawing is well and extensively taught. It is a question whether it does not receive more than a fair share of attention. Writing is not so well taught as formerly. The fault, I think, lies in the fact that the writing and reading of script is introduced to the pupils at too early a stage. Some of my teachers omit script altogether until the pupils have completed part I of the first book (using printing instead of writing), and only take up writing and script with the part II. book. In those schools I find always the best writers and the most accurate spellers.

Physiology and Temperance.—These subjects have lately been added to an already overburdened programme as compulsory subjects. To teach them anything like thoroughly will require more time than any teacher can properly spare to them. The time taken for these subjects should be limited to half an hour, or an hour at farthest, per week.

Agriculture.—Agriculture is well, but not generally, taught. This is likely to remain the case until it is made a compulsory subject.

School Premises.—The school premises are generally ample and well kept, except in the matter of water closets. They are behind the age. Local Boards of Health are giving some attention to these matters. Not until a plan and specifications of an approved water closet, with the exact dimensions suitable to rural schools, have been prepared by an architect and promulgated by the Department, and a departmental regulation made that no grants shall be paid to any school not provided with the regulation water closet or its full equivalent, shall we ever attain to anything like comfort, decency and healthfulness in this respect.

Trustees.—Public school trustees are generally interested in the schools and liberal in providing for them (according to their light), and this is more especially the case when they feel confident that their children are being well taught and that they are getting their full money's worth. Unfortunately, however, our rural school trustees, having no fifth book or fifth class in their schools and knowing that their school work closes at fifty per cent. of fourth class work for the few that pass the entrance, and at a much lower percentage for the rest, have, the majority of them, come to the conclusion that it is quite unnecessary for them to pay either for experience or for higher class certificates.

Teachers.—Our teachers are generally neat and clean in their persons, skilful in their methods of teaching, zealous and intelligent. In culture, in their address and in their ability to speak and write good English there is a decided upward tendency, attributable largely, I think, to their Model and High School

training. Discipline is becoming certainly more humane. Corporal punishment in some schools has become a thing of the past.

General.—Any close observer of Public School matters in this Province for the last fifteen years will notice that we have now no fifth book; that the fifth class was eliminated from the Public School programme in the interests of the High Schools; that the entrance examination became the closing examination of the Public Schools; that, as a consequence, Public School work now closes nominally at fifty per cent. of fourth class work, but in reality at a much lower standard, as only a small number from each school ever reach the entrance; that rural public schools have become mere primary schools; that large boys and girls no longer attend them; that "winter pupils" have disappeared from them entirely; that children now leave the public school at the tender age of eleven and twelve years, instead of sixteen and seventeen, as formerly; that lady teachers have largely taken the place of male teachers; that third class teachers have largely taken the place of teachers of a higher grade; that nearly 1,500 experienced teachers annually retire from the profession to make room for as many inexperienced teachers at lower salaries; that the demand has been constantly increasing for cheaper teachers, for inexperienced teachers, for third class teachers; that experience is at a discount and inexperience at a premium; that, although the cost of obtaining a certificate of any grade has been more than doubled, teachers' salaries have actually been lowered. As a partial remedy for all these evils, I think the entrance examination should be abolished and the public school leaving examination, with some modifications, substituted for it.

County of Ontario.

James McBrien, Esq., Inspector.

Reading.—1. Primary reading is well taught, particular attention being given to the development of thought and the use of the word in a sentence. We give the pupils drill in vocal gymnastics from the commencement. We find it very effective in securing emphasis, accent, and modulation, etc.

2. We use the phonic method as far as given in the first book. We think the principle of the conservation of forces forbids the use of it any further in a regular and systematic manner. We use phonetic analysis throughout the whole course whenever a difficulty presents itself in articulation and pronuciation.

3. All my teachers use the "look and say" method for the first five lessons and no further.

4. The alphabetical method is obsolete.

5. The character of the reading in the last decade is greatly improved in every quality of the expression of speech.

6. The chief defects in reading are: (1) Slurring the final consonant; (2) Suppression of the vocal sound in unaccented syllables; (3) Supression of subvocal and aspirate sounds; (4) Omission and addition of syllables. Blending the end of one word with the beginning of the next.

7.—(1) We cure all faults in articulation by teaching the pupils how to place the vocal organs so as to produce the correct sound. Our general method to remedy every deficiency in the expression of speech is to hold the whole class responsible for the reading of every member in it, and to have two or three read the same connection, and to compare the different readings, and thus cultivate

taste and judgment with respect to every element of intelligent and impressive delivery. We inoculate the thought, and the natural consequence is forcible expression.

8. The teachers in general read with fluency, volubility and expression.

9. The pupils understand what they read, this being our polar star in teaching.

10. Four in the junior and two in the higher classes.

11. The pupils are given to home reading more and more.

12. Transcription and dictation are used for spelling purposes. We sometimes use what is called vocal spelling, our aim being correct articulation and pronunciation more than spelling.

Arithmetic.—1. The simple rules are well taught.

2. Accuracy and speed in the four fundamental rules are made the subject of frequent drill.

3. The multiplication table and all others are intelligently taught. The pupils are required to write them out from memory, from the lowest denomination to the highest, and *vice versa*. They are next cross-questioned on them. We apply the Grube method to the teaching of the multiplication table as a test of their understanding.

4. The pupils state their work with commendable neatness. Educational form is revolutionized. The pupils are taught to consider the symmetry of the work done.

5. Blackboards are used freely.

6. We use every possible means to develop the ideas of this subject, so that the pupils will work with thoughts, and not with symbols merely.

7. Accuracy, speed, neatness and intelligence are our objects in every exercise, and therefore we select and collect ways and means to realize these ends. We unravel a path of light to them, hence the study of this subject is made the logic or the Euclid of the public schools.

Geography.—1. Teachers give most attention to political and physical geography, mathematical being too much neglected.

2. It is made both an information and memory lesson, and more, by connecting it with history, current events and the literature of the people, etc. We are in transition from that kind of teaching which produced a " mass and a mess " of unconnected rubbish.

3. The schools are well supplied with maps, as a rule.

4. Teachers are not by any means entirely dependent on the text book.

5. The teachers' hearts are true to Canada and the British Empire as the compass to the North Pole, and therefore the geography of these receives earnest and particular attention, and is taught with a very high degree of excellence.

Grammar.—1. Grammar is taught incidentally from reading lessons and from mistakes in conversation and answers of pupils.

2. All the schools write compositions regularly.

3. About fifty per cent. of the pupils can write fair compositions.

4. The first greatest defect is beginning with inflection instead of relation in analysis and parsing. Thus the English language is treated as if it were Latin and Greek, whereas it is a logical structure made up of relations. The next error

is divorcing it from reading, composition and literature. Third error: The text book does not contain sufficient exercises on syntax, etymology and orthœpy.

If to understand, speak and write a language correctly are the proper objects of this study, then we are progressing fairly well.

History—1. Text book is used by some teachers.

2. The pupils are intensely interested, when taught by conversation, in accordance with the regulation, August, 1893.

3. There is not much attention given to the narration of dates, battles and the intrigues of courts.

4. We collect their characteristics, distinguishing those that caused them to fail from those that determined their success.

5. History is partially taught as an incentive to patriotism.

6. The history of Canada is very well taught by giving the story.

7. The relations with the Empire are made the subject of thorough study

8. Pupils read "side-lights" on history in some schools, not in all.

9. First error: In reviews the different parts are not well and logically knitted. Second error: It is not sufficiently applied to the affairs of everyday life, and thus made to furnish guidance to the pupils. I am happy to be able to say that we are gradually wiping out these defects, and we sincerely trust that we shall soon be able to report a complete revolution in this subject by laying a foundation in the fourth class by which the fifth can build a superstructure that will commend itself to men of judgment.

Writing and Drawing.—1. The penmanship of the schools has greatly improved in the last five years.

2. The subject is generally well taught with respect to form.

3. The letters are generally written on the blackboard, for the purpose of comparison with the pupils' work.

4. More attention should be given to the proper movements.

Physiology and Temperance.—1. The pupils are intensely interested in this subject, as a rule.

2. It is mostly taught by conversation.

3. Teachers do not overload pupils with details. The cardinal points are thoughtfully considered and the principles applied to actual life. Therefore the pupils are rapidly progressing to rational and complete living.

School Premises.—1. The premises are usually kept in good repair by trustees.

2. Fences, outhouses and grounds are generally in good order.

3. School buildings are in a good sanitary condition, with few exceptions.

4. They are improving from year to year.

5. Local Boards of Health visit the schools, and are important co-factors with the inspector in achieving great reforms.

Trustees.—1. Trustees take a greater interest in the schools than formerly.

2. They are more ready to provide for the comfort of the pupils. In the language of the professor, "Nothing is too good for the children."

3. They visit the schools more frequently.

4. They treat the teachers, as a rule, with consideration, justice and kindness.

Teachers.—1. Teachers are improving in culture, in professional skill, in personal neatness.

2. They are zealous and thoughtful.

3. The discipline is humane and intelligent. The law of charity obtains more and more, in accordance with the spirit of the age.

4. They are becoming better character builders by their personalities and the spirit of their discipline.

5. The profession is rising in general estimation and the people are looking to it for the salvation of their children from the degrading bondage of ignorance.

6. Teachers are fast becoming educators. Their grand object is the moral, physical and intellectual development of their pupils as a complete preparation for life.

School District of North York.

A. B. Davidson, Esq., Inspector.

Reading.—Parents in rural sections do not value very highly the school time and opportunities of the younger children, and the teacher as a rule puts the parental notion into practice, hence readers in parts I. and II. receive scant time and care in seat and class, and in consequence, primary reading is not generally well taught. In towns and villages it is taught much better. The "look and say" method is by far the most common in rural schools or in 75 per cent. of the schools. In towns and villages the phonic method prevails. The alphabetic method is almost the exclusive property of teachers holding O.C.B. certificates. Reading has very decidedly improved during the last few years, owing to the progressive character of the exercises in parts I. and II., and to the Friday afternoon readings and recitations when conducted regularly and with spirit, also to the values assigned for expressive and intelligent reading at the uniform promotion and entrance examinations, and to the fact that teachers as a rule read better, a result of the greater attention paid to the subject in High Schools. Where pupils have not been too rapidly promoted they understand fairly well what they read. The weekly paper and perhaps the neighboring Sunday School library supply the principal material in many homes. There are a few old Public School libraries in the inspectorate, but the books are rarely if ever read. The average number of lessons per day is about ten.

In the higher classes dictation is used for spelling purposes, but the tendency is to dictate single words to all classes and to omit oral spelling entirely.

Arithmetic.—In teaching arithmetic to the primary classes objects are very generally used. In quite a few rural schools trustees have provided kindergarten aids in arithmetic. Wherever these have been used intelligently the path of the child has been rendered much easier and its ideas much clearer. Since time tests have been introduced into the uniform promotion examinations a great improvement has taken place in the teaching of the simple rules. The teacher as a rule has given more time to this matter and the pupils more earnest attention. Among all classes a marked improvement has taken place within the last few years in the form of their work. Teachers as a rule know the ability of their pupils more definitely in this subject than in any other and in consequence adopt the exercises more suitable to the actual condition of

their pupils. Educational principles receive, it seems to me, a better application in this department than any other and to this I ascribe the more generally satisfactory condition of the schools in this subject.

Geography.—The County Council has furnished each schoolroom with an excellent map of the county. The township in which the children live furnishes material for their first formal lessons, followed by similar ones on the other townships of the county and afterwards on the county as a whole. Next the province of Ontario followed by the other provinces of the Dominion are taken up one by one, and lastly the Dominion as a whole.

Form is impressed on the mind chiefly by map drawing, and matter by conversational lessons. This much and perhaps a little of the geography of the British Isles and the United States are fairly well taught, but beyond this, map-drawing supplies their notions of form and relation, and as for information it is generally known so badly and imparted so uninterestingly as to be of little or doubtful value. Schools are well supplied with maps and with very few exceptions each school has a globe. The text book is not popular among the teachers and I have great difficulty in keeping out of the schools pernicious compendiums.

Grammar.—In ten per cent. of the schools short compositions on familiar subjects, reproduction of lessons and of stories read by the teacher, together with the writing of letters and the correction of errors common in the schoolroom and the street, form the principal material for instruction in grammar. In fifteen per cent. composition in various forms is employed as a basis for instruction in grammar, but these exercises are subsidiary to instruction in formal grammar. In the remainder of the schools composition is purely incidental and formal grammar is decidedly in the ascendant. The two principal defects in the teaching of this subject are, first, memory cramming, readily shewn by the parrot-like recitations of the pupils in parsing and second a lack on the part of the teacher of an adequate sense of its importance and value, in the matter of social culture, and mental discipline as seen too frequently in his habitually violating in the same breath the rules of speech he is teaching his pupils. The number of pupils that can write a fair composition would not exceed ten per cent. and these are confined almost entirely to the fourth class.

History.—The senior third class study Canadian history only. The fourth study English history from January to June, and Canadian from September to December. In that Canadian history is to receive a more important place than English at the entrance examination, I expect that the periods devoted to their study will be reversed. Little prominence is given to dates. As in geography, so in history more importance is laid on a knowledge of the land than the landmarks. The history of Canada has been taught fairly well, but English better. The relation of Canada to the other parts of the Empire has not received much attention. Only pupils within easy access of mechanics' institutes read any "side-lights" on history. Very little history is taught with the direct object of inspiring patriotism. The chief aim of the average teacher is to lead his pupils to be able to give events in order and connection and to draw easy deductions therefrom. The ethical content of history is largely an unused quantity. Water cannot rise above its own level, neither can the teacher. His ability to aspire a love for the good, the true and the beautiful depends entirely on his own appreciation of them. The text book is invariably used and nothing more.

Writing.—Copy books are much better written than they were a few years ago but ordinary writing in letters and such like is much worse, owing, I think, to the very general use of scribbling books for school exercises. The subject is taught on the blackboard in quite a few of the schools. Were still greater value

given to this subject in the High Schools the work would be still better done in the Public Schools.

Drawing.—In no subject within the past few years has such advance been made as in drawing. The subject is generally popular and well done. No 2 is too difficult, and is frequently not well done. Instruction is mostly individual. Class instruction on the blackboard to the higher classes is very seldom given and to the primary classes after the manner indicated in their texts it is never given. Blackboard drawing by the primary pupils in the town and village schools is becoming more common. If blackboard drawing were made a necessary element in the qualification of the teacher another distinct advance would be made in this subject.

Physiology and Temperance.—These subjects are chiefly taught by conversations based on the lessons in the text books. Where the teacher is judicious and exercises skill in the presentation of the lessons, the children enter heartily into these subjects.

Agriculture.—When this subject ceased to be a bonus subject at the entrance examination, it almost ceased to have a place in the schools. Only in two or three per cent. of the schools is it now taught.

School Premises.—Schoolhouses and sanitary conditions, speaking generally, are well attended to. Fences and grounds fairly well, but outhouses are badly attended to. Equipment is steadily improving. Boards of Health occasionally issue orders in regard to school premises. Were inspectors empowered to withhold, say twenty-five per cent. of the school grants until equipment and outside conditions were made satisfactory a great improvement would soon take place in these respects.

Trustees.—Trustees visit the schools more frequently and take, in towns and villages at least, a more intelligent interest in the work, but in rural regions although a greater interest is taken, not much more intelligence is brought to bear on the work of the schoolroom and hence trustees occasionally view with suspicion and sometimes shew very decided opposition to the methods of an earnest and enthusiastic teacher who endeavors to carry into practice the principles of education expounded to him at the Model and Normal Schools. As a rule, I think they treat the teachers very kindly and considerately.

Teachers.—Without doubt teachers are improving in culture, professional skill and personal neatness. Town and village teachers, unless zealous, must leave. In rural schools teachers are fairly zealous. Their lessons receive much more thought than their pupils. Their discipline is humane and in many cases hurtfully indulgent. Character-building receives very little consideration as a rule. To lead his pupils to be intellectually quick, and able to prove it on examination is the chief aim of the teacher; but to develop the affections, repress the passions and discipline the will, so that the pupil may become a law unto himself is a purely incidental aim, if aim it can be called. As teachers they have improved much, as educators very little. Their standing in the community, especially that of the third class teacher, is much better than it was a few years ago.

Ratepayers.—The rural teacher usually conducts his school agreeably to the educational notions of the ratepayers, not those enunciated in the training school, otherwise he knows his dismissal would be certain at no very distant date. During the last ten years those engaged in our training schools have made great advances in their knowledge of the theory and practice of education, but the rural ratepayers little or none. A more intelligent public opinion is a *sine qua non* to further advancement in rural schools. Were a lecture given in each section

at least once in two years by the inspector, setting forth the principles, methods and spirits which underlie all true education, followed by a conference with the ratepayers present, much would be done to secure a more intelligent public opinion on education.

School District of South York.

D. Fotheringham, Esq., Inspector.

Reading is, on the whole, improving in the schools under my supervision.

A combination of the phonic and the "look and say" method prevails. The phonic pure and simple is taught effectively in but few schools. Not many teachers seem to have the fixity of purpose that seems necessary to success in this method.

There are two or three teachers of the old county board regime who use the alphabetic method still.

By special reference to the importance of good reading at almost every visit during twenty-three years of inspection, I have striven to raise the standard in reading. At our institute meetings, and in our instructions for uniform promotions, we urge attention to the leading characteristics of expressive reading. No doubt the desire to pass well at the entrance has stimulated in the same direction.

I believe that now teachers generally strive to lead to a good understanding of the thought and spirit of a lesson before having it read. There are, however, but few good readers even among teachers, and as the stream does not rise higher than its source, I confess that much of our reading in schools is too rapid, monotonous, and lacking in true expression.

Except in graded schools, the average number of reading lessons will be little over one per class per day.

Dictation is largely but not exclusively used for teaching spelling.

Arithmetic.—The simple rules of arithmetic are being better taught from year to year. Our uniform promotions call for rapid and accurate work by giving time tests in all the simple rules. Most teachers drill systematically on the combinations of the digits, etc., and the addition and multiplication tables.

Neatness of form and clearness of statement depend largely on the standard set by the teacher, and until a high standard is reached at the Model and Normal Schools in these respects, the majority of scholars will be allowed to present disreputable work on copy book, slate and blackboard. Half our teachers pay no attention to the appearance of their own blackboard work. This is specially true of third class teachers.

Geography.—The features in geography to which teachers give most attention are the points emphasized in promotion and entrance examinations. On this ground we have outlined a limit of work, and framed questions which call for information rather than memory work, such as the characteristics of localities, counties, provinces and countries, in climate, products, commercial exchange, etc., etc., and these are taught in a conversational manner, while certain portions of the text book are assigned for home reading in senior classes.

The schools of the inspectorate are mostly well supplied with maps and globes.

Special attention is paid to the geography of Canada and the British Empire

Grammar is, perhaps, the least popular subject on our programme, and I fear because it is presented in the unattractive way of memory work chiefly. It is, however, taught in many schools incidentally, and by composition, say sixty per cent.

History is taught in outline and interestingly by teachers of experience, but as nearly half the teachers of South York change every year, this, like all the subjects taught in school, has its lights and shadows yearly in about forty per cent. of the schools. In such circumstances the teaching of no subject can make much progress; and the inspector has the treadmill work of trying year by year to lift the work of many a school out of the rut of a bread and-butter ambition.

All our teachers, so far as I know, are loyal, and inculcate the spirit of patriotism, and yet in ungraded schools teachers have little time for special work except it be on Friday afternoons.

Writing has not improved of recent years.

Drawing has, decidedly; but thoroughness in these subjects depends greatly on the teacher's attitude thereto, and the most awkward grasp and posture are quietly tolerated by many.

Vertical writing as taught in Kingston and elsewhere may be found to be more easily and effectively taught.

Physiology and Temperance are taught as far as required by the regulations, and, orally, except in preparation for entrance. It has not yet become popular, although the new text book is much preferred to the old.

Agriculture is not taught in more than one or two of our schools. The number of classes and non-optional subjects to be taught in ungraded schools is an effectual barrier to taking up what may be avoided.

Premises.—Sweeping and dusting are done satisfactorily in a majority of the schools. In far too many this duty is left to teachers and scholars, or only performed occasionally.

Taking one with another the schools are not thoroughly cleaned and calcimined more than once in two or three years.

In schools built eight or ten years ago little attention was paid to sanitary conditions. In more recent erections, basements with furnaces and arrangements for ventilation have been provided.

Few yards have ever been graded. The ridges left by the plough ten, fifteen, or twenty years ago are often visible still; but most yards are well fenced, and are ornamented with shade trees. In more than fifty per cent. of them, Arbor day zeal fosters flower beds till the heat and drouth and neglect of July and August crush out the beauty and ambition for the rest of the year.

Not a few of the schools have generously supplied wild and cultivated flowers for the sick in Toronto hospitals.

It is when reference has to be made to the condition of privies that the *bete noir* of the inspector's life is reached. Half and more are utterly neglected both by trustees and teacher. Obscenity is fortunately rare, but filthiness is by no means uncommon and exposure is to many not an offence. In summer the gases are intolerable; and in winter snowdrifts often fill both the approach and the house, there to remain till a more genial atmosphere convert the mass into mire.

In too many cases these nuisances are located within a rod of the northwest and southwest corners of the school, so that in warm weather their proximity is unmistakable.

Local Boards of Health and Health Inspectors give school premises a wide berth. I do not know that these guardians of the public health know that it is their duty to inspect school premises.

The School Inspector has not failed to give notice of defects from visit to visit, but in some cases, for years, without results. When at last grants are suspended his tyranny becomes the hue and cry.

Local Boards of Health should be required to make formal and thorough inspection of every schoolhouse with its buildings at least quarterly, and to take summary proceedings against trustees and teachers who do not notify trustees in regard to unsanitary conditions. Privies should be forbidden within four rods of any schoolhouse, and the monthly removal through warm weather of night soil should be insisted upon.

Trustees do not, as a class, take more interest in schools than formerly. Economy has often preference over efficiency. Schoolhouses are not built more readily now than formerly, but, when they are, more liberality is shown in expenditure. Teachers are treated with civility, and often with kindness, by the trustees, but they seldom visit their schools.

Teachers are improving in culture, professional skill and spirit, at least the permanent element of the profession. They are also zealous and self-respecting, are better character-builders and disciplinarians, and are gaining in the respect of intelligent people.

Were it not for the ever-changing, and almost overmastering influx and afflux of inexperienced youths, the profession would stand high and command better remuneration.

County of Peel.

Allan Embury, Esq., Inspector

Reading.—Fully ninety per cent. of the number of teachers practise the phonic method of teaching reading; but of course they modify it to suit the exigencies of particular cases and schools. About ten per cent. still adhere to the alphabetic and word methods; but some phonic analyis is taken up by all the teachers. The improvement in reading has been most significant during the past five years. Five years ago I found the simultaneous and concert methods almost exclusively followed. To-day the practice of these methods is unknown in the schools of Peel; and there is more and more attention paid to the process of thought-getting and thought-expression as the years go by. The subject of reading generally receives more attention than any other subject, and each class receives at least one lesson per day in the subject. The pupils are accustomed to dictation exercises for spelling, and the reading lessons are utilized for this purpose.

Arithmetic is better taught than any other subject, mainly because its logical order is more easily discovered than that of other elementary subjects. Much attention is paid to primary arithmetic, the simple rules are well taught, and special attention is paid to rapidity and accuracy of calculation. The tables are exceptionally well taught, and blackboard illustrations are used at every stage of teaching.

In *Geography* the results are not as satisfactory as I could wish. Teachers are apt to gravitate towards one aspect of the subject too exclusively. At present they pay special attention to commercial geography, manufactures, industries and

productions, and do not trace the existence of these to the antecedent conditions in physical geography and natural phenomena. The science of physical geography and physiography should be more fully taught in our High Schools, and the teachers so given a wider view of the facts and phenomena at the basis of the study of geography. The schools are not so well supplied with maps as they should be. Trustees seem to think that the maps of twenty years ago will satisfy the needs of to-day. Special attention is paid to the geography of Canada and the British Empire, and the results in this phase of the work are quite satisfactory.

Grammar is coming to be taught more exclusively from the language than from the text book. Teachers are beginning to see that the subject is but a study of the facts and phenomena of language, and not a mere record of its principles. Special attention is paid to written and oral composition in all the classes, and the number of pupils who can write fair compositions is increasing yearly. This result is due to the better teaching of reading, the practice of the inductive method in grammar, and a better conception on the teachers' part of literary style. In days gone by the teaching of grammar was entirely formal; to-day our teachers have been carried to the opposite pole..empirical teaching. There is a tendency to leave the results of inductive teaching in an empirical or unscientific form. There is a lack of wholeness in the work of language teaching which calls for speedy remedy, if grammar, composition and rhetoric are to retain any rank among scientific or philosophical subjects.

History.—There is not much advance discernible in the methods employed in teaching history. The subject seems to defy method. The typical method has been productive of evil results. It has tended to degrade the subject into a chain of causes and effects; the biographical element has been too much ignored; while individual purpose and public spirit have receded from the teacher's view. History can be taught as an incentive to patriotism only through the examples of the world's great exemplars, and not by dull disquisitions on public and private duties. Canadian history receives special attention, but not in the way it should. We have no suitable text book mirroring the lives and character of the makers of Canada, and the present book, dull and uninstructive to the youthful mind, entails a strong distaste for historical study.

Writing.—Complaints are frequent that penmanship is not well taught in our schools generally. There is no foundation for the complaint. Comparing the writing of entrance candidates to-day with that of entrance candidates ten years ago the comparison is most decidedly in favor of the teaching of to-day. In many schools blackboard illustration is regularly given, and the formation and connection of letters as wholes pointed out; but the practice of analyzing the letters is discontinued as unnecessary and illogical. The subject of drawing is not taught as it should be. Pupils have become in too many instances mere copyists. The assignment of a different grade of figures for each class is a mistake. It dissipates the teacher's time, and allows little opportunity for teaching and illustrating general principles. There should be but one course of simultaneous study in drawing for the first two forms and one for the third and fourth forms.

Physiology and Temperance are proving of interest to pupils, are taught through conversation and objective illustration, and seem to afford a pleasant transition from the other subjects of the school curriculum. Many of the schools are as yet not supplied with the charts necessary to illustrate these subjects and their varying phenomena.

Agriculture is not taught to any appreciable extent since its withdrawal as an examination test; but it is very doubtful whether it can be successfully taught

in a Public School. The teaching at best could be but theoretical, and general. With few exceptions the school *premises* are kept neat and tidy; the outhouses and fences in good repair, and the schoolhouse in a sanitary condition. The practice of kalsomining the walls and scrubbing the floors is of periodical recurrence and more attention is paid to cleanliness and to the personal comfort of the pupils at present than in the years just past. *Trustees*, with some notable exceptions, are beginning to realize that they have important responsibilities to bear and important duties to discharge. They treat teachers with more consideration, pay greater attention to the needs of the school and evince a higher interest generally in the cause of education. The *school buildings* are improving every year. During the years 1890-91 nine new schoolhouses, all brick, have been or will be completed, and I am able to report that quite a number of school sections are making preparations for either building new schoolhouses or improving their present premises. The sums annually spent in maps and apparatus are increasing yearly, and, on the whole, I can assert that there has been a distinct advance in public sentiment with regard to the general question of education in the County of Peel.

Are *teachers* improving in culture and professional spirit? I must say that they are. They read with a view to their immediate work more than formerly. They are more receptive of new ideas, and cling less to established forms than at any previous date of which I have any knowledge. Their influence in the schools is more elevating, more humane, moral and refining. They have come to see that there is an element of of true morality in every phase of work. In the bringing this element to the foreground of school work they are unconsciously moulding the character of a nation to higher purposes and purer aims. By their professional studies they are gradually raising themselves to the full rank of professional men and women, and winning that respect and esteem in which all professions are generally held.

School District of South Simcoe.

Rev. Thomas McKee, Inspector.

Reading.—Nearly all our teachers are good readers themselves, and all their classes are well taught in this essential branch of education, A combination of the phonic and natural method commonly called the "look and say" is used, rather than either method pure and simple, thus obtaining the advantages of each. None of my teachers use the alphabetic method in teaching reading, although at some time or other they teach the pupils the names as well as the powers of the letters. There is a very marked change in reading in the public schools during late years. Pupils now in most instances are taught to read so that they can understand what they read and that others can understand them. The pupils are recommended by their teachers and inspector to read useful books other than their lesson books at home, and to read aloud either that their parents and others may hear them or that they may hear themselves. The pupils in the public schools in the senior classes read once a day, and in the junior classes twice and in some cases three times daily. Dictation is used almost wholly for spelling purposes, and oral spelling is going out of use, but I believe in both.

Arithmetic.—The elements of arithmetic are well taught on the whole; sometimes, however, teachers are in danger of forgetting the necessity of constant drill. I have no hesitation in writing, however that the multiplication and other

tables are well taught and kept pretty prominently before the pupils, and that accuracy, despatch, and form are looked upon and sought after as indispensable requisites. The blackboard is not freely used by all teachers in teaching this subject.

Geography.—Special attention is given by the teachers to the teaching of the geography of their own county, province, and country, then the British Empire, United States, and world. The subject is intelligently taught by nearly every teacher. The schools are very well supplied with maps and globes for the purpose, and I find the trustees are generally ready to get anything the teachers require for making that or any other study more proficient.

Grammar.—This subject, too, is rationally and intelligently taught in nearly all our schools. Text books are used by the senior classes, but the junior classes and indeed all the classes are dealt with by means of short conversational talks in which not only their mistakes in conversation, but the ordinary mistakes of the neighborhood are improved, as a means of showing them on the one hand what is wrong, and on the other what is right.

Composition, too, is being better attended to than formerly, and classes are regularly organized in every school. All our fifth, fourth, and a great many of our third and second classes can place their thoughts fairly well on a slate or paper.

History.—Teachers in this subject use text books with senior classes, but teach junior classes by means of short conversational talks. In some cases, too, senior classes are taught in the latter way. I know classes as much interested in this study as any other, intensely interested! All depends on the teacher If the teacher is full of his subject and knows how to present it, the pupils become fired with his enthusiasm, which is catching.

A defect in the teaching of history is to allow or encourage the pupil to commit whole pages to memory. Another is that some teach it solely or nearly so, that their pupils may be able to pass an examination.

Writing and Drawing.—Writing and drawing have improved and are improving, and have yet room for improvement. I think if a still higher value were given at examinations to these subjects and reading, perhaps the effect would be beneficial. If candidates found that they could be plucked for their writing they would be more careful. In writing there should always be right models placed before the pupils.

Physiology and Temperance.—The pupils as a general thing take as deep an interest in this subject as any other. Often they take a deeper interest. A great deal depends on the teacher. This subject is sometimes taught by conversation and sometimes with text books. The schools in this inspectorate nearly all have classes in this subject.

Agriculture.—Agriculture is taught in five out of every six schools in the inspectorate, and the practical value of the subject is well kept before the pupils. The pupils are not only taught to give the reasons for ordinary processes in agriculture, but the teachers often go with them to the farms and farm house to see these processes going on and examine for themselves.

School Premises.—In general the school buildings are comfortable and healthy, the premises clean and tidy, and the fences and outhouses respectable. There are a few exceptions, but I have generally found the trustees ready to aid me when improvements were necessary. Local Boards of Health frequently visit the schools in some municipalities.

Trustees.—In nearly all the schools the trustees visit regularly, and manifest a deep and lively interest in teacher and pupils, treating the former with respect and looking after the comfort of the latter. Trustees, as a class, are improving in intelligence and consideration. Many of them are the products of the Public Schools, having received their own training in these institutions. After forty years experience of the Public Schools of Ontario, my conclusion is that if teachers respect themselves and do their work honestly, they will be respected and dealt with considerately.

Teachers.—As a class teachers are vastly improved and improving every year in appearance, neatness and professional skill. They are zealous, teach thoughtfully, and are becoming more cultured. Their discipline while strict is wise and humane. They are improving as constructors of character, and are becoming more efficient as educators, while the profession is rising in general estimation.

School District of North Simcoe.

J. C. Morgan, Esq., Inspector.

Reading.—Two ends should of course be kept in view in teaching reading: (1) the full comprehension and appreciation of what is read, and (2) the power of expression. The first of course, looks chiefly to the benefit of the reader, and—as nine-tenths of our reading is for the purpose of acquiring information—is, in my opinion of paramount importance, the second is mainly for the purpose of giving pleasure to others and is, I think, of very secondary value. Though I feel that the almost exclusive use of the text book and the comparative neglect of "supplementary reading" in the schoolroom have a strong tendency to make reading mechanical and to prevent a rapid and accurate appreciation of what is read, still the teaching of the subject has greatly improved, and reading throughout the schools, especially in the junior classes, is much better than it was ten years ago. The methods are, as a rule, excellent; the alphabetic method is, of course, unknown, the "look and say," is not generally employed, even for as long a time as indicated in the text book, whilst the use of the phonic method, which I advise from the *first* lesson and insist on soon afterwards, simplifies word recognition and leaves teacher and pupil free to strive after a prompt and keen comprehension of the thought. Unfortunately teachers are, as a rule, poor readers, a condition of things that will obtain until the subject is well taught at the high schools, which will be when it is made to count heavily at the departmental examinations.

Spelling.—As good spelling is intimately connected with accurate pronunciation in reading, I may mention here that this subject, in teaching which a great deal of dictation is used, is generally very well taught.

Arithmetic.—There is a great diversity in the teaching of this subject. Whilst it is perhaps true, that in the majority of schools it is being taught very well, in some (particularly where the teachers come from other model schools) there is a great deal of carelessness in the work of the junior forms, and I often find classes where multiplication is done both rapidly and correctly, yet in which I cannot get even decent results in addition. This is, of course, due to the use of improper methods during the first two years' of a child's school life. The reasoning faculty is, however, almost universally well cultivated, and the modes of solution of problems are in most cases, very satisfactory, though the work is often characterized by great slovenliness, and this in face of the fact that our schools are plentifully supplied with blackboards, and that pupils as well as teachers use them constantly.

Geography.—I am not, as a rule, satisfied with the teaching of this subject, either as to methods or results. Even in some of our best schools, memory is too often made to take the place of observation and research, and whilst long lists of names are most accurately memorized, this is too often the sum total of a pupil's knowledge. I am convinced that most teachers have not been taught the subject properly, and do not *know* it so as to teach it. It is, however, pleasant to be able to say, that map drawing from memory is now universally done (sometimes most creditably) and that I do find many teachers doing most intelligent and successful work, in which, it quite goes without saying, the text book is conspicuous by its absence. In a "limit table with notes and suggestions" which I supply to all my teachers, I strongly urge the teaching of the geography of our Dominion thoroughly, and its connection politically and economically, both with the Imperial Motherland, and with all other portions of the British Empire. The moral effect of this, in the direction of a broad and intelligent patriotism, is I believe, incalculable.

Grammar.—The formal or technical teaching of this subject, I discourage until pupils reach the fourth book, and the results in my schools convince one of the wisdom of this course. Whether you call the study literature or composition, or grammar, or more broadly English, the end aimed at (or that should be aimed at) seems to me to be ready comprehension of and sympathy with a writer's thought and the power to express one's own in a clear, forcible and refined manner. With this, formal grammar has little to do, indeed in the attempt to attain it formal Grammar is not seldom a positive hindrance. The study of the language should be commenced on the child's first day in school; from that moment he should be encouraged to express his thoughts at first orally and in a written form so soon as this is possible. It is a pleasure to be able to report most favorably in this matter, and the results are improving every day. There is now scarcely one school in which compositions are not regularly written, many of them being most creditable.

History.—No subject in my inspectorate is so poorly taught as this, the causes being; (1) inaccurate knowledge of the subject on the part of the teacher who has generally learned it for purposes of examination only; (2) a text book unfit for either teacher or pupil; (3) the prejudice which exists in the minds of many parents to having their children study history; (4) the difficulty which a rural school teacher feels in overtaking all the work appointed in history, when there are so many other classes and subjects to be taught, and when this is, above all, a subject which should be handled in a conversational manner, in which, in fact, the teacher should be the text book. The percentage of my schools in which history is taught even passably is small, but in every case the most thorough teaching is that of Canada in its relation to the Empire and such portions of both British and Canadian history as are calculated to create, foster, and stimulate an intelligent and enthusiastic love of country.

Writing and Drawing.—The teaching of drawing has made gigantic strides in the past 10 years, and some of the work even in small rural schools is little short of marvellous. I regret that I cannot say the same thing of writing. It is usually well taught, and the writing is generally good up to the senior II. class from which time it too often rapidly degenerates into the unformed scribble which is characteristic of the writing of a large majority of teachers. Nor is the reason far to seek. The examination craze has much to do with it, and the large amount of writing (?) which pupils do in composition, in dictation, in correcting bad spelling, in taking down notes at examinations and so on, *ad inf:* most of it being done at high pressure, and much in books which are (with a rare sense of

the eternal fitness of things) called "scribblers," finishes the work of destruction. I believe it to be true that pupils in rural schools wrote better fifteen and twenty years ago than they do now. Then, writing was looked on as one of the essential and fundamental 3 R's; now it is crowded out of its place by almost everything else, and is comparatively neglected in senior classes, whilst the very means used to teach other subjects undo any teaching which may have been effected in this. In my inspectorate, I recommended that the amount of writing done (outside of copy books) should be only about half what is now done, that none should be allowed as far as the senior II. inclusive, unless it be done between two lines, and that even beyond that every poor writer should be compelled to use, at least, one space. I also strongly urge that teachers should exercise constant supervision over the scribblers and that these should be taken into account at every promotion examination. I believe it would be a good thing to extend this principle to the Entrance examination. I am much impressed with the results of vertical writing, so far as I have seen it, and I would respectfully recommend that the department examine carefully into it, and if the claims made for it be valid that steps should be taken to have it generally introduced.

Physiology, Temperance and Agriculture.—These are comparatively new subjects, and as their value has never been really recognized at the Entrance examination it has not been possible to have them properly taught. It is true that physiology and temperance are taught in some fashion in every school and that in a few the work is creditable, but the reverse is generally the case. Nor can any of these subjects be properly taught by teachers who are not themselves so thoroughly at home in them that the use of a text book is unnecessary. The examination papers at the various departmental examinations for teachers, and the answer papers of the candidates show how little this is the case. With temperance and physiology also no success will ever be attained until charts (or, still better, one of the excellent manikins now published) are to be found in every schoolroom, and this will not be until the necessity for them is as generally recognized officially, as is that of the ordinary school map. We have, however, begun at last to make an effort in the direction of teaching these subjects, agriculture being, in my opinion, especially valuable and necessary in a country which has to depend so much on the success of its rural population, and results will, I hope, follow.

Buildings and Equipment.—Turning to these more material elements, the improvement which has taken place within the past ten years has been very great. The new buildings are all brick or stone, thoroughly well built and arranged, many of them being architecturally beautiful, and every year witnesses the substitution of a couple of such buildings for the older structures. All our schools are well furnished and equipped, though the sanitary condition of the outbuildings is often most unsatisfactory, and as a rule the Local Boards of Health do not visit.

Teachers.—The condition of the schoolhouses and their surroundings is due to the harmony which exists so generally among members of the three estates—inspector, teachers and trustees. The teachers are universally anxious to be taught and to improve, and my intercourse with them is, without exception, pleasant. I find the trustees, also, ready to obtain or to do anything which has in view the well-being of the schools, and although the true value of the teacher's work, his immense responsibility, is not generally recognized, yet the most cordial relations usually exist between trustees and teachers. On these last depend, necessarily depend, the success of any system of education and the educational well-being of the next generation. It is therefore encouraging to

note the higher grade of scholarship, the greater refinement and the increased enthusiasm which mark our teachers of to-day for on the other side it is to be regretted that so many of them are very young, without any experience in managing children and without even the riper judgment which a few more years of life and of contact with the world usually bring. They are, however, for the most part well trained in methods, they possess a fair knowledge of the underlying principles of education, they secure good order by personal influence rather than by dread of the consequences—corporal punishment is very little used—and generally they are keeping in view more and more the moral education of the pupils and their training, so that they may be good citizens and useful members of society. Yet much is still wanting. The profession holds out no inducements to able men, and as a consequence, it is unfortunately true that fifty per cent. of our teachers in rural schools are under twenty-five years of age and have no intention of remaining in the profession.

When, however, one occasionally encounters some specimens of the rural teacher of twenty-five years ago, the vast improvement that has taken place in the profession becomes apparent, and with all the difficulties of the present, all the failings and defects of our system as it is, there is plenty to make us take courage and look forward from the "much" that has already been accomplished to the "more" that is beyond, from the heights to which we have slowly and painfully climbed to loftier peaks of success which lie still farther away and which are ours—to be won by honest and unceasing endeavor.

School District of East Simcoe and Muskoka.

Isaac Day, Esq., Inspector.

Reading.—Like all other subjects, reading is sometimes taught excellently, sometimes very poorly. Some of the teachers use the phonic method altogether. Others begin with the "look and say" method and end with it too. Others begin with the "look and say," and after a few lessons combine this method with the phonic. A few teachers, happily very few, use the alphabetic method. The most successful teachers of reading use the phonic method. If teachers begin with the "look and say" method, there is a danger of their adhering to it and neglecting the phonic method. Since the first few steps are exceedingly slow, young teachers are apt to become discouraged with the phonic method, hence they use the "look and say" method. Were more stress placed on the phonic method in the Model Schools so that the young teachers might have a more perfect knowledge of it, it would be taught with much more success.

In the higher classes, while there is a gradual improvement in reading, it is not taught as well as it might be. There are several reasons why reading is not better taught, In the first place, many of the teachers are not good readers themselves. Many are careless in the quality of the reading they require from the pupils. Many hurry over the work too rapidly. Many give too long lessons. Many have no definite object in view and hence their teaching is desultory. Were more time given to reading in the High Schools the reading of the pupils in the Public Schools would be better. Since the High School masters train the Public School teachers, the bad reading in the Public Schools is partly the High School master's fault. If the teachers insist that the pupils shall read intelligibly and intelligently, the result must be more satisfactory than it now is. A short time ago I was examining a II class on the lesson from Æsop's Fables. After several questions to which I received either no answer or wrong answers, I said

"How many legs has a viper?" "Four" said one boy. The other pupils in the class maintained that a viper had only two legs; and these pupils I am sure attached neither a figurative nor a personal meaning to the word. The teaching here had been bad. Pupils should be taught to read with their eyes open.

In all the schools spelling is taught from dictation. In many of the schools oral spelling is used too.

Arithmetic.—In no other subject has the teacher made such rapid improvement as he has in primary arithmetic. Long ago the pupils' first lessons in arithmetic consisted in making figures and adding squares of figures half the size of the slate.

To do one of these questions required about half an hour. The result was neither quickness, accuracy nor insight. Now the child is first taught the idea of the number, then the symbol. Next he is shown or finds out for himself what numbers compose the given number or the combinations. The object of the teacher is to impart quickness and accuracy. Many of the pupils in the second part add almost with the rapidity of lightning. The multiplication table is generally taught objectively. The old method of placing the table before the pupils with the command "learn" is gone. The pupils know what they are doing, they walk by sight. Yet even here all is not perfection. The plan of teaching one thing well before going on to the next is often forgotten. Pupils are not always taught to think. Mental arithmetic is, too often, forgotten. Work is done much more neatly than it was a few years ago.

Geography.—Map sketching is now much practised. The natural and the artificial resources are dwelt upon. Our own country is taught first and with care. Next Great Britain and the British Empire. Very seldom do I find teachers now spending most of their time on minute, unimportant, and distant places, to the neglect of home geography. Pupils are trained here to proceed from cause to effect. The inductive process is employed where it can be. Most of the schools are well supplied with maps. Especially is this true of Muskoka. There through the generosity of the Education Department, the schools are well supplied with all necessary appliances.

Grammar.—This is the hardest subject to teach, and is sometimes very poorly taught. Sometimes, even yet, I see the rule given to be learned by heart to be followed by examples. In most of the schools it is very well taught. Teachers see that formal grammar is of little importance, that functional grammar —if I may use the term—is the great mind awakener. This can be begun in the second class and continued through the whole course. The conversation of the pupils is noticed, and often times the pupils themselves become so expert that the child is teacher of the man. They are found correcting the errors in language made at home. About three-fourths of the teachers require the pupils to write compositions. Sometimes, too, very good ones are written.

History.—Generally in the third class the pupils are taught orally. In the fourth class the pupils are allowed to use books. When the subject is well taught the pupils are interested. Not so much attention is given to dates as used to be. Dates of great events, of epochs, of great men, are given. Very seldom now are teachers found so crude and cruel as to dictate notes for the pupils to learn by heart. Teachers recognize that "history is a looking before and after," that the present is the result of the past, that every event had its cause, that every epoch followed naturally as the result of the preceding epoch. Many of the teachers begin with the present and teach from effect to cause, the process being, I believe, more interesting and the result more lasting.

I have not yet met a traitor to his fatherland among the teachers. They are all patriots and incite patriotism in the pupils. It seems to me that there is too much history to go over. I believe that better results would follow were pupils required to do only a part of what they now attempt. Were the period, say, from the taking of Quebec in 1759 required to be studied both in British and Canadian history pupils would have in the end a much better grasp of the subject; a more valuable fund of information, because they would have time to go more deeply into the subject, and not so many of them would be tired of the subject as they are now, before they reach the entrance examination.

Writing and Drawing.—In the junior classes writing is much better than it was a few years ago. Often I see little fellows in the first reader writing as well as pupils used to do in the second book. Still I do not think so much attention is given to the subject in the higher classes as used to be given. The reason is plain. Pupils used to write about half an hour, five times a week, now they write at most but three times a week. One hindrance to good writing is the scribbling book. Pupils often use this book in such a careless way that the carelessness is carried over into the copy books. Were pupils not allowed to use scribbling books, but did they instead use exercise books with good paper, and were they obliged to use the pens with care, I am certain the writing would soon be much improved. In both writing and drawing the teachers use the blackboard very extensively. Principles are taught, mistakes are pointed out, and corrections made by means of the blackboard.

School Premises.—Generally the school premises are kept in a very good state of repair. When repairs are needed I always notify the trustees, and at my next visit in most cases I find the repairs made. Most of the schools are in a fairly good sanitary condition, and are improving every year. The Local Boards of Health act when called upon, but never at any other time.

Trustees.—On the whole I believe trustees take more interest in school matters than they used to do They are, however, generally so busy at home that they seldom visit the school. In fact some of them never visit it unless called upon by the exigencies of the school to do so. I have never yet known a case where the teacher respected his profession and cared about his own reputation that the trustees failed to treat him with respect and decorum. Of course trustees of rural schools know well the value of money. Mother earth gives up her offspring only on urgent solicitation. Hence trustees like to keep as much of their wealth as possible in their own pockets. This is one of the reasons salaries are so low. Sometimes for the sake of a few dollars they will let a good and faithful teacher go. This is very foolish.

Teachers.—If teachers are not improving in culture and professional skill it is time the system of education in vogue should give place to a better. If the increasing difficulty of the examinations, the kind of examinations in which the pupil's real grasp of the subject and his mental calibre are tested rather than his memory as was done of old, have not aided in refining and strengthening the teacher what forces shall be used? If the subjects now taught have no greater power in educing the good than the subjects of old had, what subjects must be used? Twenty years ago what amount of English classics had the pupils to study? Either none at all or so little that it was of no importance. Now candidates for a second class certificate get more mental training and culture from the English literature on the programme than did the average graduate of thirty years ago in his university career. Again, has the personal contact for three or four years between the pupil and the educated and talented high school master no good effect on the pupil? Now our teachers are well trained professionally;

and so well are they trained that I believe the average third class teachers fresh from the model school are to-day working more intelligently than did the average teacher of ten years experience of twenty years ago, *i. e*, if the latter class had no professional training except what he gained from experience. The discipline, too, is much better than it used to be. I know many schools where corporal punishment is not administered once in a month. The old time teacher maintained order either by means of the rod or by some other method equally degrading and cruel. Our teachers are becoming more humane. Not only do they have better discipline, but they maintain it with more ease and hence better results follow.

County of Halton.

J. S. Deacon, Esq., Inspector.

Teachers are generally faithful in the discharge of professional duty. Every year witnesses improved culture, better teaching and more judicious management. Very few maintain authority by harsh methods, and yet excellent discipline is the *rule*. In seven years only one complaint of severity has been made to me. The majority of our model students, of both sexes, secure excellent order in their first schools. In addition to good personal example, most of our teachers instruct and govern in such a manner as to secure the growth of good moral principles, and the formation of correct habits concurrently with the development of intellect. The growing efficiency of our county model schools has done much to raise the average efficiency of the public school teachers of Ontario. While this fact raises the general estimation in which teachers are held by the public, it likewise tends to bring all upon the same level as to remuneration. Since many beginners do excellent work for a small salary, trustees are led to discard the experienced teacher as a safe means of curtailing expenditure.

Trustees show an increasing interest in the efficiency of their schools, and provide for the comfort of pupils more liberally than in former years. They seldom visit the school themselves, but manifest considerable interest in the report of the inspector's visits. I suggested in my Annual Report, the appointment of one of their number as school visitor for each quarter, or term. This would give authority to each, in turn, and remove the feeling that his visit was in danger of being considered obtrusive or inquisitorial. They treat the teacher considerately in everything except finances. They make a close bargain with him at his first engagement, and, in case of acceptable service, do not increase his salary in proportion to his worth. Of course, there are many honorable exceptions to this practice. The schoolhouses with their furnishings are rated from good to excellent, and are generally in good repair. Ninety per cent. have modern furniture. As fast as repairs are required, hardwood floors, matched ceilings and painted walls become the order of the day. Five years ago, there was not one furnace-heated schoolroom in Halton ; now, there are seventeen. Fences and grounds are generally in good order. A few are inferior, but the majority are excellent. Outbuildings and water supply are less satisfactory. At present, the outhouses reported in bad condition are 20 ; fair to good, 32 ; excellent, 37. All of the schools are supplied with water on the premises or adjacent thereto, but it is very difficult to keep both pump and water in satisfactory condition. The water, being used seldom, or not at all, during the winter season and the summer vacation, becomes unwholesome. Local Boards of Health have not visited any of our schools.

Reading has improved greatly in the last ten years. The increased attention to "literature" as a study, has secured a better understanding of the author's meaning, and the result is better expression and greater intelligence. Few of the teachers are elocutionists, but a fair proportion of them are good readers. Primary reading is generally well taught. The phonic method is used in combination with the "look and say;" the alphabetical method is entirely discarded. The first classes get three or four lessons per day; the second class, two; the third and fourth, one each. Spelling is taught almost exclusively by dictation.

Arithmetic is the best taught subject in the rural schools. The drill upon the "simple rules" and multiplication table is thorough.

All teachers use the blackboard extensively, and pupils are required to use it frequently. Pupils put down their work neatly, and state their operations clearly. Mental arithmetic is not sufficiently practised throughout the course, nor is the drill upon accuracy and rapidity in addition.

Writing has not been taught well generally, but considerable improvement has been made in the last five years. More attention has been given to the subject recently. The model students have been required to study and teach the principles and the proper formation of letters, and the blackboard is now generally used in teaching. In one of our schools, under three successive teachers, I valued the writing of *every class* at one hundred per cent. Many others average ninety per cent. or more. If every written exercise were made a practice in writing accurately, the copy books might be abandoned after the second class, thus saving much valuable time, and securing better results.

Geography is no longer memorized by pages. The schools are well supplied with wall-maps. These, and the maps in the pupils' books, are carefully examined, then the outline is drawn on blackboard and slates by the pupils. They read the text book for information. This is supplemented by the teacher and by general reading. At each recitation the pupils draw rapidly a skeleton map, and fill in simply what constitutes the day's study. Commercial geography receives special attention, the study of physical geography being an auxiliary thereto. Canadian and British geography are thoroughly taught.

Grammar is successfully taught by about half of our teachers. The others secure less satisfactory results by using the text book too early, or too exclusively, and by taxing the pupil's memory instead of his reasoning power. All our schools have regular practice in writing "composition," many of them daily. At least fifty per cent. of the pupils write fair to good composition. Nearly all our teachers utilize the pupils' errors in answering and conversation to teach grammar. Language lessons are given for the same purpose.

History has been taught with much better results since the "Public School History of England and Canada" was introduced into our schools. Failure in history at the high school entrance was very common; now, it is of rare occurence with pupils properly prepared in other subjects. Teachers generally interest pupils by a talk on the lesson; the leading facts and important dates are written on the blackboard. The history of Canada is well taught; the map is freely used, and the connection with the British Empire clearly shown. In British history particular attention is given to the men and women who devoted their lives to the cause of freedom. Their example, and our indebtedness to them, are used as incentives to similar patriotism.

In the last ten years wonderful progress has been made as to matter, method, and interest. Instead of regal biography, chronology, etc., pupils study the life of the nation, its development, its heroes, etc. Instead of petty contests for

power, they learn of great moral struggles whose results reach down to our own times. Recognizing the true value and object of historical study, pupils become interested and read more deeply and widely upon the same subject.

Drawing is taught efficiently to every pupil in the county. Besides training the eye and the hand, it furnishes pleasant mechanical employment between severe mental exercises, and leads to habits of neatness, perseverance, and industry.

Physiology and Temperance has been taught chiefly by conversation. The majority of our pupils receive instruction in this subject, and show interest in proportion to the enthusiasm of the teacher. The new text book is more suitable than the old one, hence teachers and pupils are manifestly greater interested in its study.

Agriculture is taught in twenty-five per cent. of the rural schools. Lady teachers are now in the majority, but only three have attempted to teach agriculture. I hope that the summer session at the Agricultural College will be continued, and that a large number of our teachers will attend, and thus prepare themselves to teach this important subject.

County of Wentworth.

J. H. Smith, Esq., Inspector.

Reading is taught to the primary classes by the following methods, each one being used to secure some definite result: (1) Word method, (2) phonic method (3) sentence method. The special purpose to be served by the phonic method is to secure clearness and distinctness of enunciation, and the recognition of words easily resolved into their phonic elements. The word method is used to teach the recognition of such words as are too difficult, at this stage of the pupil's advancement, to be taught by the phonic method, and yet are very frequently met with in the reading lessons, and in ordinary conversation. By these two methods properly combined, word recognition is taught, while the old alphabetic method is almost entirely discarded. When the pupils have a sufficient number of words which they can recognize readily, and which can be formed into short, simple sentences, the sentence method is introduced to fix upon their minds the forms of words as they appear in sentences, and to secure fluency and naturalness of expression. This course is pursued through the first and second classes. When pupils enter the third class they are taught the principles upon which pauses and emphasis are based, and are required to apply these principles practically in each reading lesson. The classes in the fourth reader are taught inflection, modulation and force, in such a manner as to give proper vocal expression to the thought contained in the selection. This course is followed very generally in our schools, and the results though not all that are desired, yet indicate such a decided advance that I am able to report a marked improvement in reading in the great majority of our schools.

Pupils are taught the meanings of words and phrases as they occur in sentences and are not required to memorize these meanings to any large extent, but rather to use them, either orally or in writing, in the formation of other sentences. More attention is given to the correct interpretation of thought than to the mere memorizing of words and phrases. As a rule our teachers are fairly good readers, some of course excelling others, both in their methods of teaching and in their manner of reading. Two lessons a day in the junior classes, and one in the senior classes are the average number given. In these lessons special

attention is given to the correct understanding of the thought, and the proper expression of that thought by oral reading. The cultivation of a taste for reading good books is largely dependent upon the intellectual atmosphere of the home, and in many families it is an important feature of home life. Some of our more progressive and enthusiastic teachers are devoting considerable attention to this matter and I am happy to say with encouraging results.

Spelling, more particularly in the junior classes, is taught largely by the transcription of entire lessons, and by assigning certain portions of the reading lesson for careful preparation and study. Dictation is used more as a test of what has already been prepared, than as a method of teaching.

Arithmetic, as a rule is well taught, special attention being given to accuracy and rapidity of calculation. All the tables belonging to the four simple rules are required to be thoroughly mastered. In the matter of reasoning, arithmetic is studied as the logic of the schoolroom, and the various steps necessary to be taken in the solution of problems are required to follow each other in regular logical sequence, and to be stated neatly and accurately. In quite a number of our schools the pupils do a large amount of work on the blackboard under the direct supervision of the teacher, thus impressing upon their minds the various steps taken in the solution, and securing greater accuracy in calculation. In others the teacher uses the blackboard freely. Mental arithmetic is taught quite extensively in some of our schools, and in these the written work is considerably in advance of those wherein it receives less attention.

Geography is usually taught more as an information lesson, than as an exercise for the memory. The products of the different countries, the employment of their inhabitants, together with their manners and customs, receive much greater attention than the memorizing of the names of the natural and political divisions. Mathematical geography is taught to a limited extent, but owing to the want of satisfactory apparatus, and a lack of knowledge on the part of teachers as to the proper manner of using such apparatus, this department is below the standard of excellence which it should reach, and which its importance demands. Map drawing forms a special feature, and the work done reflects credit alike upon teachers and pupils. In the junior divisions special attent on is given to the local geography of the county, and as the pupils advance, this is extended so as to embrace the Province of Ontario and the Dominion of Canada. The British Empire with its numerous dependencies are carefully studied, while the remaining parts of the globe are treated more in regard to their general features than in detail.

Grammar.—Within the past few years considerable progress has been made in the methods of teaching grammar. Text books are not allowed to be placed in the hands of pupils until they have been regularly promoted into the senior fourth class, and even then many of our best teachers prefer that the pupils shall not have text books until they have passed the entrance examination. My own observation has led me to the conclusion that too many technical terms are used in teaching grammar, and the minute classification of the parts of speech found in our authorized text books frequently lead to confusion of thought on the part of pupils, and a dislike to the study of grammar. To remedy these defects, the use of technical terms was limited to the smallest possible number, consistent with efficient teaching, and only the most general classification of the parts of speech was recommended for use. The results of this change so far, have been satisfactory. Sentence structure is made a special feature in the study of grammar in the majority of our schools, and the reading lessons form the practical ground of this work. Composition is taught in every school in connection with

the study of the literature lessons, and the great majority of the pupils in the advanced classes write fairly good compositions.

History.—The text book on history is used very generally though a few of our teachers prefer teaching this subject orally. In these cases notes are given and the pupils are required to write compositions on the various topics introduced and discussed. The teachers who adopt this method require their pupils to read not only the prescribed text book, but such other works as may be convenient. Brief biographical sketches of eminent persons are given as subjects for composition. Our system of government as it relates to municipal Provincial and Dominion affairs receives a good share of attention, while our relations to the Mother Country are brought out and explained incidentally with the study of the facts of Canadian history, Only a few of the principal dates are required to be memorized. One of the principal defects in teaching this subject is the overloading of the memory with unimportant details, and giving minor events too great prominence.

Writing and Drawing.—There has been a marked improvement in writing and drawing during the last few years. This is more especially noticeable in regard to drawing. The new series of books, which at first were looked upon as being too difficult, are producing excellent results. A carefully graded course of writing has been prepared and is now used in our schools, beginning with the simplest form of letter and proceeding gradually to the more difficult. These are at first written on slates, then on paper with lead pencils, and lastly on paper with pens and ink. When pupils write sufficiently well, the regular headline copy books are introduced. The blackboard is only occasionally used in teaching writing.

Physiology and Temperance are taught to classes preparing for the entrance examination and the text book is closely followed. Oral teaching is not attempted in the majority of our schools. Teachers themselves are not sufficiently familiar with the subject to do it justice by conversational teaching, and hence have to rely upon the text book. An effort is being made to have colored physiological charts placed in all our schools, so that this subject may be treated more objectively than it can be, under present conditions.

Agriculture is taught in only a few of our rural schools. Since it has no value at the entrance examination unless over fifty per cent. of the marks assigned to it are made, pupils prefer devoting their time to some other subject that will earn marks for them. As soon as it is placed on a par with physiology and temperance at these examinations, and an option given between them, agriculture will in many of our rural schools be selected as the optional subject. Until something of this sort is done very little progress will be made in teaching it. Its practical value to them in after life is not as a rule sufficient inducement for them to devote much time to its study.

There are now forty-four brick, seventeen stone and eleven frame schoolhouses, all in a good state of repair. Of these one has four rooms, one three rooms, and eighteen two rooms each, while the remaining fifty-two are schoolhouses with one schoolroom. The heating and ventilating have been carefully looked after, and proper conveniences provided for hanging up the children's wraps. To these are attached playgrounds varying in size from half an acre to two acres in extent, and are in nearly every instance planted with trees and shrubs and properly fenced. Their sanitary condition, is on the whole satisfactory and the township health officer pays them a visit generally once a year. In many of our schools the walls are adorned with pictures, and several have very good reference libraries. The supply of maps and apparatus is not all that

is to be desired, but the majority have a fair supply, and additions are made thereto from time to time. The seating accommodation is very good, and there is an abundant supply of blackboard.

If we take the attendance at the annual school meetings as an indication of the interest manifested in school affairs, the only conclusion at which we can arrive is that there is a great lack in this respect, for the attendance is too frequently limited to the trustees and a few others, sometimes scarcely enough to transact the necessary business. On the other hand, speaking generally the trustees are taking a deeper interest in the success of our schools than formerly, and are ready and willing to provide for the ordinary comforts of the pupils. It is true however that they do not visit the schools under their management very frequently, but nevertheless their aim seems to be to secure the services of the best teachers available for what they consider a reasonable salary. There is no tendency on their part to increase the remuneration of teachers, and this very desirable object is not likely to be accomplished until the township municipality is made the unit of area for a uniform rate of taxation for school purposes as it now is for municipal purposes. They are quite willing to spend money, but do not care to assume the responsibility of increasing the taxes in their own sections.

Taking the non-professional examinations as a standard for judging the literary attainments of the teachers employed, we find that ten have passed the senior leaving; seventy-nine the junior leaving; eight the primary, and four the examination for first old county certificate. Their professional standing differs from this and is as follows: One first-class Provincial certificate, orty-nine second-class; forty-seven third-class county board, and four old first-class county board. Experience in any calling is always valuable, more particularly if the person has been an earnest worker, and is desirous of excelling in his chosen vocation. In the school it is a pretty accurate test of successful management, as well as of ability to teach. In this respect many of our schools are under the care of trained and experienced teachers, as the following facts show: twenty-four have had ten years experience or more, twenty have had from five to ten years, and fifty-seven five years and under. Of these thirteen have served only one year, four of whom were assistants. From the above facts it will be seen that our teachers are improving in culture, as well as in professional skill, and I can bear cheerful testimony to their zeal, their humane treatment of the pupils under their charge, and their efficiency and thoughtfulness as teachers. Surveying the whole ground, and giving credit where credit is due, I feel it my duty to say that the teachers of Wentworth are doing good work, that the profession is rising in popular estimation, and that our schools are making satisfactory progress.

County of Brant.

M. J. Kelly, Esq., Inspector.

Reading.—The phonic method generally prevails with us. No method however, avails, unless the teacher himself is a good reader, or has correct notions on the subject. The particular method can only be tested by results which alone have value. Spelling is generally taught by dictation, though there is oral spelling as well.

Arithmetic.—In teaching arithmetic the blackboard is freely used and the subject is generally well taught in spite of the text book.

Geography.—Geography is taught as a whole. Our schools are well supplied with maps, and Canada, the United States and the British Isles receive special attention.

Grammar and Composition.—Grammar is well or badly taught according to the skill or want of skill of the teacher. I am persuaded that no improvement has been made in the teaching of this subject since the publication of the small grammar of the first Head Master of the Toronto Normal School. Composition is taught satisfactorily by many of our teachers.

History.—Text book in history is used and the subject is generally well taught.

Writing and Drawing.—Both well taught.

Physiology and Temperance.—By conversation (taught) mostly.

Agriculture.—Agriculture is taught in about one per cent. of our schools.

School Premises.—School premises are generally well kept. Members of health boards sometimes visit the schools.

Trustees.—Trustees visit the schools as they have always done, spasmodically

Teachers.—Teachers are, as a body, probably improving.

County of Lincoln.

James B. Grey, Esq. Inspector.

Reading.—Primary reading is generally well taught. The method adopted is the "look and say," combined with the phonic, the alphabetic being entirely discarded. Proceeding on the principle that the sign should always follow the thing signified the teacher writes the sentence on the board and teaches the pupils to read it by the "look and say" method. Then follows a drill upon the individual words, pronouncing them repeatedly and giving the sounds of the letters of which they are composed. The lesson is closed with an exercise in writing one or more of the words which they have just learned. I might add that we insist upon the correct reading of the sentence from the commencement, also that we make the transition from script to print, and teach the names of the letters somewhat sooner than many experts recommend. The chief defects in reading are indistinct articulation and want of expression, to correct which pupils are led to understand the subject matter of the lesson, drilled on the pronunciation of the difficult words, and placed at some distance from the teacher. Although I cannot report that all our teachers are good models for the pupils to imitate, yet upon the whole owing to improved methods the reading in our schools has been much improved during the past ten years. In some parts of the country there are no libraries, and but few books kept in the home, and under these circumstances home reading is an impossibility. In other parts, especially in villages and their neighborhood, where children have access to books there is perhaps quite enough general reading done. In the sections where children are not supplied with suitable reading matter, I have tried by pointing out to the trustees the highly educative value of books, to have them make grants from time to time for the establishing and keeping up small libraries, but have succeeded only in a few instances. The average number of reading lessons per day is about ten. Spelling is for the most part taught by dictation.

Arithmetic.—This subject occupies a very prominent place in our schools, and is taught with considerable skill. Our teachers while seeking to make their

pupils expert and accurate in the mechanical processes, by no means lose sight of the intellectual culture which the subject affords. Before beginning the formal study of arithmetic the pupils make all their calculations by means of objects thus carrying out the principle of rising to the abstract by means of the concrete. Recognizing the importance of being quick and accurate in adding numbers, much pains are taken to secure this end, and in multiplication pupils are first taught to construct the table for themselves and then memorize it thoroughly. In teaching, both teacher and pupils use the blackboard freely, and neatness in putting down work is rigidly insisted upon.

Geography.—We pretend to teach geography for information rather than for mental culture, and when the teacher prepares his lessons and possesses good descriptive powers the subject is well taught, but if he does not make preparation and cannot describe vividly, the lesson is confined to the learning of names of places with their positions or repeating something which has been memorized from the text book. I am not aware that any of our teachers is in the habit of having the book in his hand while conducting the recitation, but a few instead of depending on oral instruction assign too many lessons to be prepared from the text book. Our schools are all well supplied with maps and we aim at making the pupils very thorough in the geography of Canada and the British Empire.

Grammar.—Grammar is taught on the inductive plan. Before putting the text book into the hands of the scholars they receive oral lessons in the analysis of sentences, the parts of speech and the principal inflections, after which the book, though not slavishly adhered to, is generally followed. The mistakes which pupils make in conversation, and answers, are not overlooked by the teacher, and in many schools pupils are encouraged to notice the errors made by each other out of school, and bring them up for correction in the grammar lesson. In all our schools pupils are required to write compositions at least once a week, and in addition to this they receive a good deal of practice in writing short sketches of certain lessons. I am unable to give you the percentage of pupils who can write a fair composition, but I can say that we consider the subject of great practical value and that it receives a due share of attention.

History.—Teachers do not use the book in hearing the history lesson, but it is often too evident that the pupils have prepared themselves for recitation by attempting to memorize its contents. In my opinion there is too little oral teaching of the subject and not enough use made of the blackboard. We pay little attention to dates. The prominent characters in British history are dwelt upon with the view of stimulating scholars to emulate their virtues and to shun their vices. Canadian history is fairly well taught, and the pupils are instructed on our relations to the Empire, of which we form a part, I fully approved of the regulations made by the department last summer in reference to the teaching of this subject, and am sorry that they have been annulled.

Writing and Drawing.—I cannot say that writing is satisfactorily taught even in the majority of the schools of this county. The reason that it is not better taught lies in the fact that many of our teachers are not good writers themselves, they are unable to point out errors, and show their proper correction, they do not supervise the writing lesson closely enough, and are not strict in calling pupils to an account for careless or slovenly work. I am of the opinion that better results would be obtained if we returned to the old system of beginning with large hands.

Physiology and Temperance.—The new text book is now generally introduced. In teaching the subject the third and fourth classes are united and receive two lessons per week. The pupils are interested and are making good progress.

School Premises.—The school buildings in this county with the exception of two are comfortable, in good repair and well-furnished. During the past year there very fine brick houses have been erected, and preparations are being made for putting up another. The grounds including fences and outhouses are for the most part kept in good order, but in some parts of the country growing trees in the yard is not a success. The trees have been set out in some cases more than once or twice, but from neglect, the character of the soil, or some other cause they do not come to anything. In the townships lying along the lake we have no difficulty. Outside the towns and villages I do not think that local Boards of Health pay any attention to the schools.

Trustees.—I think the interest which trustees manifest in school matters is deeper, and that the duties imposed upon them by law are more faithfully performed than when I first took office in the county. This I know, that they seem more willing to undertake necessary repairs, to provide apparatus, and to sustain the teacher in his efforts to enforce proper discipline than they were a few years ago. They, however, do not visit the school as often as they should, and judging from their reports there is little or no improvement in this part of their duty.

Teachers.—It gives me much pleasure to be able to state that with few exceptions our teachers are thoughtful, earnest, and devoted to their calling. They read professional works largely, but for purposes of culture, it is my impression their general reading does not take a wide enough range. The discipline, though strict is not severe. It is a very rare occurrence indeed that any of our teachers is convicted and fined for punishing a child too severely. The moral training of pupils receives more attention than it once did, and as child nature is now more studied and better understood, this part of his education is more skilfully and successfully handled.

County of Welland.

J. H. Ball, Esq., Inspector.

Accommodations.—In regard to accommodations, I am glad to be able to report that they are in general adequate, and that improvements, when necessary, continue to be made from year to year. In the erection of new school houses a regard is observable both for convenience and architectural appearance, but as to lighting and ventilation, these subjects are not always so thoroughly studied as to secure provision for them in accordance with the most modern views For these purposes, however, the best means available are utilized by the teachers—in regard to lighting. The adjusting of blinds, with which the schools in general are provided, and for ventilation, the lowering of a sash or two.

The school rooms generally present at least an orderly appearance; in a few instances they are models of order, neatness, cheerfulness and attractiveness, for example, Niagara Falls South and Chippawa, and in almost every school some efforts are noticeable to have the room look homelike and attractive. For this purpose house plants are cultivated, and mottoes and engravings suspended from the walls. In general, however, economical principles so far prevail as to forbid the outlay of a few dollars for the purchase of a few good engravings which would serve a study for generations of pupils, for example, "The Fathers of Confederation." How worthy a place in every school room is that fine

engraving; how well calculated to illustrate the story of the text book of the laying of the foundation of "this Canada of ours," and the triumph of patriotism over party, and nationality, and creed. The school rooms are kept comfortable, but a temperature of 67° to 70° is not in the majority of schools very evenly maintained, the thermometer not having as yet found its way into them. The heating is usually by wood stoves, but in a good number coal stoves are used, and in the vicinity of the gas wells and along the lines of pipes natural gas is the fuel. At Thorold and Niagara Falls South the rooms are heated by hot water, and at International Bridge by hot air.

With hardly an exception the schools are supplied with suitable furniture, and are nearly all well equipped. The blackboards, however, are not always of the best quality, nor are they, in the great majority of schools, to be found on every available space of wall, as should be the case.

The out premises are in most cases kept in good repair, and their sanitary condition is usually such as seldom, perhaps, to require a visit from the health officer, although the use of lime might in some cases be strongly urged, and would be beneficial in all.

General Management.—In regard to general management, I have to report that the teachers go about their work in an intelligent manner. We do not, of course, expect those who have just come from the county Model School to be fully developed teachers, as years of experience, study and observation are necessary for this purpose, but the effects of the professional training which they receive at the county Model School are abundantly manifest. A good proportion of the teachers of this county have had the further advantage of a training at the Provincial Normal Schools. On our teaching staff are eleven who have taught from twenty to thirty years; twelve from ten to twenty years; twenty-one from five to ten years, and the rest less than five years, the average length of service being seven years.

In the great majority of schools frequent changes take place. The worthy principal of the Niagara Falls South school, however, Mr. M. B. Morris, has "held the fort" on Lundy's Lane battle-ground about thirty years; Mr. D. W. McKay, has held his position as principal of the Port Colborne school about fifteen years; and Mr. A. H. Kilman that of Ridgeway, about fifteen years.

The teachers are zealous and painstaking, neat in their persons, and possess a highly creditable degree of professional pride As to character-building, which calls into requisition the teacher's highest and best faculties, a good proportion need not be ashamed of their workmanship, and all are expected to bring to their work at least the power of good example. Upon the whole the tendency is to improvement.

In nearly all the schools devotional service forms one of the daily exercises, and in many of them the Ten Commandments are repeated weekly.

The discipline in the schools inclines to the humane; the milder measures being generally employed, but corporal punishment holds a place in nearly all the schools and is resorted to when milder measures fail.

In most of the schools rewards are given, merit cards, merit marks, prizes, choice of seats, posting in the schoolroom the result of the written examinations or publishing them being the means chiefly used for the purpose.

Promotions are made chiefly upon the results of the county promotion examinations, but the teacher is also expected to take into account the pupils general standing and fitness.

Reading.—In the teaching of reading, the "look and say" method is the one chiefly employed in the primary classes. The phonic method does not appear to hold a permanent place, although to some extent used, and the distinctly alphabetical method is not now in use. Reading occupies more of the teachers' time than any other subject on the programme, taking into account the recitations of selections from the readers, which is required of all the classes, not only as a memory exercise, but also as an exercise in elocution.

Among the means employed for the correction of defective reading, which is chiefly owing to monotony and lack of expression, correct reading by the teacher, encouragement to read as one would speak or relate, and simultaneous reading are usually resorted to.

While all our teachers cannot be classed as professional elocutionists, some read uncommonly well. In the generality of cases, however, I have no doubt a more particular training in this branch than our teachers usually receive would favorably affect the reading in our schools.

The number of reading lessons a day is usually, in the primary classes, two, in some cases three or four; in the second class two; in the third, one, and in the fourth and fifth about three times a week.

As to home reading, it is probably through the medium of Sunday Schools that it is generally done, the Public School libraries, what few there are of them at present, not being as a rule so managed as to supply fresh reading matter of a suitable kind at reasonable intervals, and as to be largely patronized.

In all the schools the meaning of words and phrases, and the substance of the reading lesson is taken up, so that in all classes pupils become fairly well acquainted with what they read.

Arithmetic.—One of the best taught subjects on the programme is that of arithmetic. It is commenced when pupils first enter school and it receives throughout scarcely less attention than reading. The primary classes are taught the simple rules on the numeral frame; for practice in rapidity and accuracy and columns are put on the blackboard and added by the class. The multiplication table is usually commenced when pupils enter the second class, sometimes before, and by the time they enter the third class they know it, or are expected to know it thoroughly, and to be able to do long division well.

The work in all classes is generally well put down, and pupils are able to explain each step in the solution of problems.

In all classes the blackboard is in constant use; in fact their is hardly a subject taught in which it is not resorted to.

Geography.—In teaching geography our best schools do more than make it a memory lesson, it is made an information lessen as well. The text book, however, is perhaps too generally relied on in teaching this subject, historical events connected with the geography of a country, or other facts or circumstances which might serve to make the lesson more interesting and instructive, often escaping reference. There is room for improvement also in teaching the geography of the British Isles, of which, however, a map is not generally supplied; nor are there many schools in which the geography of the Empire is fully mastered. With the geography of Canada, there is a greater familiarity, especially with the Province of Ontario. Map drawing is practised in all the schools, and in some of them prominence is given to drawing on the blackboard.

Grammar.—A subject which is brought into requisition whenever we speak or write, as grammar is, should occupy a primary place on the time-table of every

school, and by the time pupils complete the fourth class they should be able to speak and write their own language correctly. It is a subject, however, which is apt to be relegated to a secondary place on the time-table, both as to the time for commencing the formal study of it and the time devoted to it in the different classes. As a result, the state of proficiency reached in grammar does not generally correspond with that attained in arithmetic, and instead of ranking as excellent, too often takes rank as middling.

Grammar is not usually taught much incidentally from reading lessons, but mistakes in conversation and answers of pupils are usually noted; a clear perception of the principles violated, however, and a ready application of them, even in the fourth form, would mark a state of proficiency too seldom attained. An effective means for the grounding of pupils in the syntax of their language would perhaps be the embodiment of principles in clear and concise language, easy of being committed to memory and convenient of application.

The chief defects in teaching grammar may be stated to be a lack of thorough drill on the practical parts of the subject, too little parsing, too close an adherence to the text book, and making the subject too much of a memory exercise.

Composition is practised in all forms or classes of the schools, but being a difficult subject to teach and the progress not being perhaps so manifest as in most other subjects, and being moreover an irksome subject for the pupil, it has never become a favorite one with teachers generally. The ability to write good English prose, therefore, is usually met with only in our best schools,

History.—In teaching history, the text book is made the basis of instruction, lectures or talks not being much depended upon for regular and systematic teaching. The teacher is nevertheless expected to be so familiar with the subject as not to be obliged to depend upon the text book, at least during the recitation. Important dates are committed to memory, as landmarks or turning points; the great men and women of history receive more particular attention, and pupils are encouraged to supplement the instruction of the school room by home reading, but the practice of doing so can hardly be considered as general. The lessons which history is calculated to teach might, no doubt, be more fully brought out in the schools generally than they are, still they cannot be regarded as altogether fruitless as incentives to patriotism.

The history of Canada is fairly well taught, so far as given in the text book, but it is not taught exhaustively, nor are its relations to the Empire dwelt upon so fully as might advantageously be done.

The chief defects to be noticed in teaching history, are, a tendency to confine the teaching to the recital of events; an omission to associate with events the causes that promote, or are calculated to undermine the general welfare, prosperity and happiness, and a failure to bring out fully the lessons which history teaches.

Writing and Drawing.—Considerable improvement in writing may be noted within the last few years. Upon promotion to the second class, pupils are able to write quite a legible hand, and in all classes the writing books usually present a neat and cleanly appearance.

Drawing also has taken a step in advance. In teaching writing and drawing the blackboard is utilized, especially in the lower classes.

Physiology and Temperance.—The lessons in this subject are usually made interesting and instructive. They are given from the text book, aided in a few instances, by a chart.

Agriculture.—As yet the teaching of agriculture is confined to a comparatively small number of schools, but its importance and practical value are calculated, although it is an optional subject, to gain a place for it in every school.

County of Haldimand.

Clarke Moses, Esq., Inspector.

Accommodation, Equipment, etc.—Ninety per cent. of the schoolhouses are commodious, substantial brick buildings, furnished with the most improved desks and seats, and fairly well supplied with maps, globes and blackboards.

In a number of schools much interest is taken by the pupils in decorating the interior of the room with suitable pictures, mottoes, plants, etc.

While nearly all the grounds are enclosed by a fence, yet it too frequently happens that the fence is out of repair, and that the grounds are poorly kept.

On the whole I find the trustees willing to supply all the needs of the school when it is made clear to them that a need exists.

The interest taken in the schools by trustees and parents is deepening year by year, owing, no doubt, to growing efficiency of the schools. I am sorry that the old-fashioned Public School examinations do not meet with general favor by the teachers, as, I believe, when properly conducted, semi-annual examinations open to the parents of the section, would have a tendency in promoting a healthy interest in their school among the school supporters.

Attendance.—While the pupils of the county are by no means ideal in the regularity of their attendance, yet there is a gradual improvement from year to year. During the year 1893 the average attendance was fifty-seven per cent., an increase of one per cent. over 1892.

Model School.—I have to report that our model is doing excellent work. Its success is clearly seen in the improved methods of teaching, and in the increased efficiency of the schools. We have been very fortunate in securing efficient men as principals—men of enthusiasm and with a love for their profession. They have imparted much of their own spirit to the teachers-in-training under their charge, and as a result our schools are reaping the benefit.

Arithmetic.—This subject, on the whole, is well taught. In fact, in no other subject are the results so satisfactory.

Much attention is paid by the teachers to the pupils of the first and second forms, in endeavoring to secure accuracy, skill and rapidity in all mechanical operations. In this feature of the work a large majority of the teachers succeed admirably.

I am satisfied that the authorization of a book of classified and well graded problems would prove a boon to the teachers and a great benefit to the pupils.

Geography.—In a number of schools of the county this subject is taught very satisfactorily, in a majority it may be said to be taught fairly well, while in others defective methods prevail. In some schools the geography lesson consists in memorizing names and in pointing them out on the map, in others the lessons appear to have neither beginning, middle nor end. Where there is efficiency in teaching there is no lack of interest on the part of the pupils.

It seems to me a good text book is a valuable guide to the teacher in the study of geography, but unfortunately the one in use is so ill adapted to the

purpose that teachers make very little use of it. As a Public School text book on geography the present publication could not well be much worse.

In all the schools special attention is given to the geography of the British Empire, and to our own Dominion in particular.

Grammar and Composition.—Grammar is made a subject of study, and on the whole is faithfully taught. Our aim is to establish such practical methods that the pupils will learn to use their own language by using it. Advantage is taken generally of the opportunities furnished by reading lessons and by defects in conversation to teach the subject incidentally.

The great fault in teaching this subject is that it is made too formal. There is too much memorizing definitions, etc., without a thorough understanding of that which is memorized.

I am satisfied that composition in a majority of the schools is not well taught. I believe that a good suggestive text book on this subject would be an advantage.

History.—In the teaching of this subject considerable improvement is apparent, yet much is needed to make it fruitful of good results, as it might be. It is not generally a favorite subject with teachers, and consequently it is not pursued with very deep interest by the pupils. A very large part of the responsibility for this general indifference was due undoubtedly to the poor text book used. The new text book is a vast improvement on the old one, and better results may be anticipated. In the past the efforts of the teachers were largely directed in securing the memorization of dates, names, and dry facts by pupils in order to prepare them for examination, while the growth of Government and of the constitution of our country, the cause and result of great reforms, the duties and rights of citizenship, etc, etc., were completely ignored.

I would favor a text book—a good one—being placed in the hands of the pupils, this ensures a better grasp of the facts of history in their relations and a more methodical method of teaching.

Reading—The changes which have taken place within the last few years in methods of teaching primary reading amount to a revolution. The alphabetic method gave way to the "look and say" method, and it in turn has been discarded for the "phonic and word" or rational method, which is now universally used throughout the country with most satisfactory results. Many of our teachers are young and inexperienced, yet not a few of them display great aptness in making practical application of this method in teaching primary reading. The chief defect appears to be a failure on the part of the teacher to get the pupil to express clearly the thought of the author or to read intelligibly. This doubtless arises from a failure on the part of the pupil to grasp the author's meaning. Observation leads me to believe that when the author's meaning is apprehended little difficulty is found in securing intelligible reading. In regard to the teachers abilities to secure good reading we may report good, bad and indifferent.

We aim at giving at least three reading lessons daily to pupils in part I. and one lesson daily to pupils in the other forms. Spelling is mostly taught by means of dictation lessons, yet oral spelling is not entirely ignored.

Writing and Drawing.—I have to report improvement in the teaching of those subjects. In the graded schools and in a number of the rural schools they are taught by means of the blackboard with good results, but in too many of the schools the pupils do their work in these subjects in a sort of "go as you please"

fashion, while the writing period is taken up by the teacher in teaching some of the junior classes. The multiplicity of subjects to be taught too often compels this treatment of these subjects.

Physiology and Temperance.—These subjects are taught by means of the text book and by talks on the subjects. The results, so far, have not been satisfactory, No doubt the fault lay in the unsuitable text book. I expect better results now since the introduction of the new text book on these subjects. It would be a great advantage if suitable plates at a reasonable price could be secured.

Agriculture.—The results so far from the teaching of this subject have not been the most encouraging. I doubt very much if a great deal of practical benefit will be derived from the teaching of agriculture in the Public Schools. However, it is worth while to give it fair trial.

In conclusion, I might say that the Haldimand teachers are on the whole faithful and efficient, and the work done by them satisfactory.

County of Norfolk.

James J. Wadsworth, Esq.

Reading.—Reading is well taught in Norfolk. The phonic system is used by about one-fifth of our teachers, the rest use the "look-and-say." The alphabetic system is not employed. I think children learn to read in less time, and enjoy their work more than formerly. The spelling, however, requires special attention.

To read with ease and to understand what is read is of course the main thing. Our teachers attend to this thoroughly. What is called the "literature" of the lesson is strongly emphasized both by the teachers and by the questions set at our semi-annual promotion examinations.

Dramatic or elocutionary reading is not neglected. Some of the teachers have attained high excellence in it, and many of the pupils.

Supplementary reading is not extensively used in the schools; although I have often been gratified to find that a large number of the pupils read books at home. The Sunday school libraries furnish most of the general reading. Very few really bad books are read, I think. The vilest source of home reading is the daily record of crime so obtrusively and so pertinaciously forced upon the public by the daily newspapers. I would humbly suggest that the influence of your high office and of the legislature might be exercised to advantage in abating this growing evil.

As to recitations, the fourth class read once a day, the third usually twice, the second twice, and the rest three times. The fifth have reading with their literature, of which the music of the voice is often the profoundest exponent. The dictation lesson is universal, and has displaced the spelling book, which I think is a mistake. The daily lesson from the spelling book is, I submit, indispensable.

Arithmetic.—This important subject is taught well. Accuracy and speed in the simple rules are studiously aimed at. The tables are properly taught, except sterling money, which should be made more prominent. Blackboards are freely used, and neat statements of problems are required. The authorized arithmetic, being small, is supplemented by the excellent collections of exercises to be found on the desk of every teacher.

Although many candidates fail in arithmetic at the entrance examinations, I cannot in justice blame their teachers. Many pupils write at too early a stage and their analytical powers are less at command in the flurry of an important examination than they expected. This is why the sagacious teacher drills his pupils on how to pass an examination as well as on the subject thereof. Such training is wholesome and proper.

Geography.—Wall maps are not used much. The teacher with the aid of the class draws maps on the blackboard. Pupils draw maps on paper. Physical and political geography are well taught; but mathematical or astronomical geography is a very weak subject. Canadian geography is thoroughly learned, but the British Empire, and especially the British Isles are not studied by children below the fourth class—that is by the majority of the pupils who leave school.

Grammar.—Lesson, text book, and correction of coversational errors are combined to teach the Queen's English in our schools; but still the Queen's English is very faultily spoken. Still, we are improving, and the teachers make of grammar a valuable intellectual exercise. Much attention is now paid to written composition. The children have made great advances in this subject in recent years. Even little children write their thoughts surprisingly well. In time this will have a salutary effect upon the spoken language.

History.—Canadian history is not usually a popular subject with either pupils or teachers. They like English history better; partly because the teachers know it better, and again it presents a greater variety of incident. The young teacher especially lacks books that bear on Canadian history. He can hardly come before his class full of his subject by simply conning over the text book. Yet a very large number of our boys and girls have a pretty good knowledge of British and Canadian history. They are taught our municipal system, and our system of self-government, and the gradual growth of civil and religious liberty, and the struggles of our forefathers, in a manner well calculated to make good citizens.

Penmanship.—Writing is taught by blackboard lessons and by the authorized copy books. The written replies at the entrance examinations indicate marked improvement in this branch. Business men often complain that boys come to them from the schools unable to write a good office hand. But is it reasonable to expect this? Is handwriting ever developed in childhood? Is it not envolved in youth and early manhood? Yet we do seem to lack something that makes the old country schoolboy our superior with the pen. We have not the same reverance for the ruler and red ink and formality.

I am glad that elementary book-keeping is taught to the fourth class much more than formerly.

Drawing.—This subject is a popular one among the pupils. Some of the work is remarkably well done. I think oculists would object to the elementary books with the little squares. A few position points would be less fatiguing to the eyesight.

Physiology, Temperance and Agriculture.—These subjects are taught to some extent, but the want of time prevents much progress. Entrance candidates do not care to take them as they are optional and are not bonus subjects as formerly. Temperance, however, is taught in conversational lectures by the teachers, in nearly all the schools.

Music.—The tonic sol-fa system is well taught in our Model School, but is not followed up by the young teachers as one would expect. I am urging this matter. The children sing by ear, however.

Premises.—As a rule trustees provide excellent accommodation. We have very few inferior schoolhouses now and many very good ones, well furnished and equipped. Play-grounds are large and surrounded by trees. Arbor day is universally observed. Notwithstanding all this, I seldom find school premises in good repair. Trustees seem to be too busy to make repairs promptly. Many a window or door or stove or desk or pump or gate or outhouse will be neglected for months to the great inconvenience and sometimes injury of the pupils. We need some better arrangement for the prompt execution of minor repairs. The sanitary conditions are good. Warmth, fresh air, and cleanliness are to be found in nearly every schoolhouse. The local Boards of Health do good service especially during the prevalence of epidemics. Trustees as a rule take a deep interest in the schools and discharge their duties faithfully. There are exceptions, however, especially when cheap teachers are competing for employment.

Trustees do not visit the schools very often, judging from the returns; but their interest must not be measured by this. The relation of teachers and trustees is usually a pleasant one. It is seldom that a teacher is harshly treated.

Teachers.—"Are teachers improving in culture and professional skill?" Certainly they are. But there are too many "improvers." There is too much raw material thrust into the profession every year. The experienced and skilled teacher is forced to resign that some less valuable member of the profession may take his place. The third-class certificate should not be valid in every school section. The schools should be graded, and the larger and more able sections should be required to employ teachers of experience and standing. By special enactments, by special grants, by shutting off the competition of beginners, the skilled and successful teacher should be secured a good salary and reasonable permanence of position.

On the other hand the young teachers should be carefully fostered in their proper place, and valued more and more each year, not thrown away at the end of three years, as now.

I know that this is a very difficult question, and that it has received much attention. Still the facts are that teachers do not remain at their work, and that sixty per cent. of our schools change teachers yearly.

As to discipline I can certify with pleasure that it is humane and efficient. Our teachers, old and young, rule well. The rod is seldom resorted to.

The Truancy Act works well in towns and villages, but is a dead letter in the rural districts. It does not fix the number of days a child shall attend school otherwise than by saying "the full term." The 100-day limit was better. I think a truant officer appointed by the township would be more serviceable than one appointed by the trustees.

County of Oxford.

William Carlyle, Esq., Inspector.

Reading.—Two guiding principles are acted upon in teaching this subject. Silent reading is pursued for mental discipline and the acquisition of knowledge, audible reading for the gratification of the listener. The former, being of paramount importance, necessarily to a great extent determines the choice of methods for teaching reading.

Primary reading, in which word recognition is the great obstacle to the child, is well taught. A defect is noticeable, arising from a two-fold error in teaching: Pointing at the words one by one, thus compelling the child to read as the teacher points, and asking the child to read the sentence audibly before he has had time to see for himself what the sentence is. Another defect too prevalent is the teaching of long lists of isolated words, instead of teaching words in connection with their use.

Phonic reading, as an exclusive method, is not practised by a dozen teachers in the inspectorate. It is of great value in correcting bad articulation, but, as a means of teaching word recognition, it is felt by some to be delusive. Word recognition involves more than the mere knowledge of the sound of a word. A child taught by the phonic method may readily make the sounds of the words before him and recognize but few of them. Those he has previously learned through the sense of hearing and by usage in spoken language he will recognize, and those only. All new words will still present to him the three difficulties of sound, form and meaning.

The look and say method is resorted to in the practice of reading. But the making of the forms of words that the pupils know through the ear by copying them in writing, and then the reproducing of them after hearing their sounds, is a method greatly used in teaching word forms. Writing, spelling and word recognition are thus begun and pursued simultaneously.

The alphabetical method is not used.

If ready word recognition is taken as the standard, reading has improved greatly during the last ten years. It is so unusual that it is remarkable to find several pupils in the same school troubled with word recognition when reading lessons within the scope of the limit prescribed for them.

In all the schools a vigorous effort is made to lead the pupils into a fairly correct appreciation of the thought of the author, and very gratifying results are experienced. This occupies much of the time, always limited, devoted to oral reading, and thus prevents much of the practice requisite for elocution. In developing the sense of the author, the chief defects I observe in the teaching, irrespective of the institutions where the training has been received, are a proneness to mere verbal definitions and endeavoring to develop the lesson by references to what is without the lesson and beyond the pupil's experience, instead of developing the lesson from within.

Pupils in the first and second readers read twice a day. Those in the third in small schools twice a day. Those in the third in large schools, and the fourth and fifth classes, once.

My teachers, generally speaking, are intelligent readers. They are not elocutionists, and do not pretend to be. Their oral reading, as a model for a class, is frequently faulty. They do not consider good oral reading their strong qualification. Such, in the more recently trained, they received in the schools in which they were taught. Such, they, in turn teach. When little was given little may be looked for.

The main defect in oral reading, as heard in the schools, are inaudible voice, indistinct utterance, bad pausing, and false emphasis.

Dictation is the test of spelling. The teaching of spelling is mainly by writing, and the spelling of words is taken in connection with the use of words. A few teachers try to test spelling, orally. A more limited number still, try to teach it orally.

Arithmetic.—The simple rules, excepting notation, are successfully taught. When notation is a failure, it is so in consequence of the prevailing habit of writing on the board, to be copied, all work assigned in arithmetic to pupils, instead of dictating it.

Rapid, accurate calculation is steadily kept in view in the junior classes, and as a rule the work is satisfactory in these classes. Too often, however, the proficiency acquired is lost afterwards by dropping the exercise as a specialty when the pupils reach the third class, thus relinquishing the effort before good calculation has become a fixed mental habit. A noticeable feature in this connection is that so many trained teachers are unimpressed with the necessity of teaching numbers to young children, and when teaching it restrict their efforts to exercises in mere counting. They direct the child to count, drill him in counting, lead him into the habit of reaching results in calculation by counting, and afterwards on finding the child slow in his work in consequence of counting, scold him for counting.

The multiplication table is well taught when addition has been well taught.

The slate work is good, and is steadily improving. Good slate work, in the estimation of the teachers, embraces neatness, good writing, good arrangement, and concise but explicit solutions. The solution must read well, and thus reawaken every time it is read the thought excited by the problem.

Mental arithmetic, that is systematic teaching of mental arithmetic, is not met with. The analytical method of solution is not introduced early enough, nor pursued long enough in the pupils' course. Nor while in use is it practised as freely as it deserves to be, especially in mental arithmetic.

The work in connection with this subject done on the board by the teachers is exceptionally good.

Geography.—Maps are supplied to the schools, and very creditable map drawing is executed by the pupils. To map drawing and memory work sufficient to cope with the entrance examination teachers mainly devote their attention. The "railway" fad is disappearing. But the teachers join with the inspector in the opinion that the subject is not, as a rule, well treated. The text book does not furnish a well graduated course of study for children of the age of public school pupils. It deluges the pupils with details, and omits those outlines which, when effectually taught a child, constitute a foundation upon which from reading and observation he will gather materials to build during life. In some schools climate and physical features are ignored, together with their influence in determining the productions of a country, and the avocations of its people. A young pupil should at least make a beginning in this profitable department of the subject. In others the maps are neglected. Classes will be found repeating from memory the productions of countries, but not knowing the location of the countries, and yet without the maps before them. Again classes will be kept for days on the mere "where and what" of places, bodies of land and water, without associating with any of them a single scrap of solid information. In too many schools second and third class pupils are occupied memorizing numerous definitions of things, instead of being taught the things defined, and taught them as their progress in the subject demands.

Grammar.—This subject is taught incidentally. Teachers availing themselves of suitable opportunities to teach it thus, whatever the class subject may be. In all the better class of schools a constant effort is made to incite pupils to express what is in their minds fully and clearly; to reproduce orally and in

writing, the substance of their reading lessons: to write their recitations and their answers in review examinations; and to write letters and compositions frequently.

Judging from the papers given by candidates at the entrance examination, in composition, a small proportion of the pupils succeed no better than the best pupils did ten years ago, Half of them show decided progress. The rest do well considering their age, while a small proportion of these compose in a style that would reflect creditably on candidates at the higher departmental examinations.

The pupils meet with two obstacles in this subject.

The text book is wrong in its teaching, wrong at the very threshold. The pupils acquire wrong notions to begin with, and retain them through the public, and also the high school course of study, returning in the course of time in the capacity of teachers, to teach them to the pupils following after them.

The pupils are launched immediately on entering upon the study of this subject, into technical language they do not understand, and the meaning of which is not taught them, and there left to drift.

History.—History is taught by means of the text book, teacher and pupils using it. It is taught well in schools where the text book is read in class, and its meaning developed. The pupils thus learn to read history, become interested in it, and acquire an accurate knowledge of it. Important events, great men and women of history, become the subjects of animated conversations in the class and out of it. When the pupils have acquired an intelligent use of the book, the teacher can indicate what should be read, what "side-lights" are useful, and leave the pupils to self-preparation for class or examination.

The defects in teaching the subject, here and there observed, are, requiring the pupils to memorize the text unexpounded and not understood Desultory talks, teachers telling the pupils history, and requiring them to tell it back to them, the pupils taking all the attendant risks of such a method, and they are serious.

Giving badly compiled notes when the young teacher drafting them has not previously read and invariably digested his history, and requiring the pupils to memorize and recite these notes as history.

Writing and Drawing.—Penmanship, even of the lowest classes, has advanced to a surprising degree of efficiency. As previously intimated children begin writing on entering school. They learn to write by writing, the teacher by suitable blackboard exercises, correcting their mis-made movements as they proceed.

Drawing, on the other hand, is not a success. It is a mere matter of copying forms placed before the pupils without suitable direction or guidance. To the majority of teachers the drawing book used is a puzzle.

Physiology and Temperance.—Hitherto comparatively little systematic effort has been made in teaching these subjects. The new regulations and the new text book in physiology are exciting attention.

Agriculture.—This subject also may now rise to its proper level, and receive the attention it deserves.

School Premises.—Schoolhouses, fences, outhouses and grounds are maintained in good condition.

The more recently built schoolhouses are an improvement on the older ones in style and sanitary features In some municipalities local Boards of Health add their influence in securing better attention to sanitation.

Trustees.—As younger men lately from improved schools are elected, more active and more intelligent interest is manifested by school boards in the general welfare of the schools. Every board of trustees is anxious to have a good school, and some are willing to expend the requisite funds for the purpose. Strict economy, however, is the rule. Teachers at no previous period in the history of the Province were treated, apart from the matter of remuneration, with more consideration.

Teachers.—Teachers as a body are better educated, more intelligent, more earnest in the study of their professions, and more zealous and skilful in their service.

The discipline prevailing is more rational and more humane, the conduct of the pupils is in consequence of a higher moral character.

Teachers, as a class, are held in high esteem as citizens and public servants, and their influence in both capacities is rapidly and deservedly growing.

County of Waterloo.

Thomas Pearce, Esq., Inspector.

Reading.—Reading in the primary forms in the schools of the County of Waterloo is fairly well taught. Some teachers use the phonic method exclusively, and others the "look and say" exclusively. The method in general use is, however, a combination of the two. The alphabetical method has not been used in this county for a number of years. Although literature (the term used here for meanings and illusions in the reading lessons) has been better taught and has, perhaps, made more rapid progress during the last ten years than any other subject taken up, yet, strange to say, reading in the third and fourth forms has not improved; indeed, I fear, has rather lost ground. The old high key school monotone is, of course, gone, yet distinct articulation, good inflection and naturalness of expression are heard in few schools. The teachers, not having been themselves well trained in the subject, are not as a rule good readers. The number of lessons taught in the schools ranges from two or three each day in the lowest forms to two or three per week in the highest. If the preparation of what is commonly called home lessons be excepted, there is scarcely any home reading done (in the English language) by the pupils of three-fourths of the schools in this county. Spelling is taught in the lowest forms orally, in the middle forms orally and by dictation, and in the highest forms by dictation exclusively.

Arithmetic.—Arithmetic is well taught. The four fundamental rules receive careful and constant attention even in our highest forms. Many teachers use no text book in the first, second and third forms, and a "slave to the text book" is now rarely met with. The blackboards are largely made use of.

Geography.—Geography is much better taught than formerly. There is, however, still room for improvement. The schools, with few exceptions, are well supplied with good wall maps. Outline maps on the blackboard is a method of teaching practised by nearly all our teachers. In a number of schools the moulding board is now to be seen. Map drawing by the pupils is universal. A

country's physical aspects, its resources and its industries receive considerable attention. Memorizing statistics and lists of proper names is a thing of the past.

Grammar.—For the last three or four years a special effort has been made in this county to secure greater proficiency in grammar, and I am pleased to say with most encouraging results. The method of teaching it has been considerably changed. In the first and second forms we call the subject language. Technical grammar is first introduced in the third form. The meanings and right use of words and sentence-building are taught from the beginning, the teacher never losing sight of the importance of exercising the thinking powers of the children. To composition, oral and written, we give greater prominence than to technical grammar.

History.—History, although better taught than formerly, is not yet well taught. The teacher in the ungraded school, with so many classes and subjects requiring his attention, complains of want of time. The real difficulty appears to me to be his lack of skill and thorough preparation. Some of our teachers still attempt to teach this subject text book in hand. No wonder that results are so unsatisfactory

Writing and Drawing.—As a rule, our penmanship is poor. There is no improvement to speak of in the last five years. With few exceptions, the copy books in this county are very neatly kept. In a number of schools, graded and ungraded, not one blot will be found in the entire copy books of the school, and in a large number of schools 90 per cent. of the copy books are clean. A majority of our teachers favor vertical handwriting, and will be pleased to see a set of copy books for teaching that system authorized by the Education Department. Drawing is taught to a greater or less extent in every school in the county, but is well taught in a very limited number.

Physiology and Temperance.—These subjects are not taken up regularly in many of our schools. Occasional "talks," or incidentally with reading and literature, is the method generally adopted.

Agriculture.—Agriculture receives very little attention in the schools of this county. Want of time is the reason given. It is nominally taught in 14 per cent. of the rural schools, but in none of our town and village schools.

School Premises.—Twenty-five years ago, with few exceptions, the schoolhouses in this county were fair to good; now, with few exceptions, they are good to excellent; 60 per cent. of them are brick, 25 per cent. stone and 15 per cent. frame. For some years all our new schoolhouses have been built with basements, which, being floored and heated, are comfortable playrooms in cold and stormy weather. Internal arrangements and equipment are good to excellent. Nearly all the schools are furnished with desks of the latest pattern. The supply of maps and apparatus is good. Lavatories are becoming common. The grounds are well fenced in, and as a rule neatly kept. Tree planting is well attended to, and the cultivation of flowers very general. I have rarely to complain of the sanitary condition of the buildings. The Local Boards of Health are fairly efficient.

Trustees.—The trustees are yearly taking more interest in the schools under their control. In a number of instances they visit their school regularly every month, while irregular or from time to time visiting has very much increased. A goodly number of the trustees not only attend the half-yearly meetings of our Teachers' Institute, but also take part in the discussions.

Teachers.—In only some respects is the average teacher of to-day an improvement on the average teacher of ten or fifteen years since. He is better clad, is personally neater, is less uncouth in manners, has fewer bad habits. In scholarship, in skill, methods and general efficiency, in earnestness and conscientiousness, he is no improvement on the average teacher of that time. The reason is not difficult to find. During the last ten or twelve years some of our ablest, brightest and most successful teachers have retired from the profession to enter more remunerative fields, while the average teacher-in-training at our Model Schools is inferior in scholarship, in teaching power and in general intelligence to the average Model student of a few years ago. The High Schools are, in my opinion, not responsible for this, for nowadays their best students have no desire to become Public School teachers.

From the foregoing remarks, which have special reference to the average teacher, may be gathered my impression of how we are at present drifting. The circular seeks information regarding our teachers as a whole; had the enquiry been less general, I should have said that 50 per cent. of the staff of this county are scholarly, skilful, zealous; in short, true educators, with all that this term implies. As far as my observation goes, the teacher is not at present rising in general estimation.

School District of North Wellington.

David Clapp, Esq., Inspector.

Reading.—There is a very frequent change of teachers in this Division (No. 2) of Wellington, and primary reading is not so well taught as it should be. The phonic method is very little used, because it is not taught and exemplified in the County Model Schools. I believe about seventy-five per cent. of the teachers employ the "look and say," and the other twenty-five per cent. either the phonic, or a modification of the alphabetical method. The character of the reading has only very slightly improved during the past ten years. The chief defects noted are: the reading is too mechanical, laziness and indistinctness of utterance, inaccuracy, especially in easy words, inattention to pauses, a sing-song monotone, and consequently an entire absence of intelligence. By asking frequent questions on the meaning of what they read, from the lowest to the highest class, and giving some weight to the intelligence shown in answering, as well as by insisting upon a frequent change of reading lessons, and by the employment of supplementary lessons from papers and books, I hope we are gradually advancing to a better and more thoughtful style of reading.

Dictation is used in all the schools for spelling purposes. The pupils are not given home reading, and on the average receive one lesson *per diem* in this subject.

Arithmetic.—The simple rules are not well taught in many of the schools and frequently I find pupils in the third reader who do not know the multiplication table. Accuracy and speed in addition are not made the subject of frequent drill. Pupils slate their work very neatly and the teachers use the blackboards freely. More use of mental arithmetic should be made in the schools. Children delight in it, if the questions are made interesting and not too exhausting. A certain number of minutes should be set apart for this exercise daily.

Geography.—The schools are only fairly well supplied with wall maps, and a very large percentage are still without globes. The teachers are not dependent upon the authorized geography, which they consider a very poor one, and Canada

receives a large share of attention. The form of the earth and its motions are very little understood by the lower classes. The chief hindrances to the successful teaching of geography, are: the want of good maps, globes, appliances, and the badness of the text-book in common use.

Grammar.—Grammar is frequently taught incidentally from, though not with, reading lessons, and from mistakes in conversation and answers of pupils. In very many of the schools, compositions are regularly written, but there are few pupils who can express themselves clearly and fairly or do well in this subject. The function of the grammar taught in a public school should be, I take it, simply to prevent the commission of grave errors in speaking or writing, by showing wherein those errors lie, and how they may be avoided. So much of grammar, ought of course, to be taught in every school. It should not be considered as a subject apart from the ordinary work of the school. When this is done, the child naturally comes to look upon it as a sort of ingenious word puzzle, having no connection with ordinary speech and writing. Every exercise in these subjects should, at the same time, be an exercise in grammar. This is a favorite subject with many teachers, notwithstanding its difficulties, and is a valuable training for the mind.

History.—The new text book may be frequently used, but "notes" are more generally employed in illustrating this subject by the teachers. Pupils are not much interested in history, and its teaching, when the period to be studied is long and the term for the study short, requires great skill. Here, as in geography, the relative value of facts is a matter of the first importance. The training of a child who leaves school entirely ignorant of the history of Canada must be considered incomplete, but I am sorry to say that such ignorance is very common in this country. Too much attention has been paid to English and too little to Canadian history in the public schools of Ontario.

Drawing and Writing.—The drawing in all the schools has greatly improved and some really excellent work is done. Speaking in general terms, the writing is usually of a poor character, and is much better on the slates than in the copy books. The writing is usually too small, cramped irregular, and consequently barely legible. I believe better results would be obtained, if the authorized copy books were based upon the "vertical system" which has been lately introduced and used by a few of the teachers.

Physiology and Temperance.—The old text book on this subject was so worthless as a school book that teaching this subject was up-hill work for the teachers. The quality of the teaching is now nearly all that can be desired.

Agriculture.—This subject is rarely taught in the rural public schools. Very little attention is paid to it.

School Premises.—The rural school buildings in this division of the county have greatly improved, though perhaps they have not kept pace with the dwellings and outbuildings on the adjoining farms. Many of the sections have erected comfortable woodsheds and closets with screens to keep out the snow. However, a good many sections have not done all they should do in these respects. The only log school house in the county has given place to a fine new brick structure. Harriston and Mount Forest have good public schools, and Palmerston erected a very fine building last year. The villages of Arthur and Clifford have very fair schools; the one at Drayton is really excellent.

Local Boards of Health rarely visit the schools, and the sanitary condition of many of the outbuildings is very bad.

Trustees do not now take the same interest as they formerly did in the schools, and they do not, especially in the townships, often visit them while at work. Many boards of trustees are indifferent and incompetent, and their chief aim appears to be to keep down expenses and teachers' salaries, and rural trustee boards frequently bind the teachers, without extra compensation, to build the fires, do the sweeping and dusting, etc., and one formerly supplied the chalk in a wealthy section.

Teachers.—The teachers are being changed too frequently to improve in culture or professional skill. They are usually too young to teach thoughtfully, though they are generally very zealous in the discharge of their duties. The discipline employed is decidedly humane—frequently too humane for the good of the pupils. The profession is not rising in general estimation because the undue pressure from above, and the severe competition for positions is lowering salaries to $250 or $300 per annum in the townships. From the low salaries paid, the frequent change of teachers, and the work done in the high schools, the quality of the teaching is gradually deteriorating. The remedy lies in the Legislative Assembly to raise the age from eighteen to twenty years, to confine third class certificates to the county where granted, to increase the legislative grant to the public schools, and under section 109 of *Public Schools Act, 1891*, to raise the amount to $200 for every section and $100 for every assistant teacher.

School District of South Wellington.

J. J. Craig, Esq., Inspector.

Reading.—There has been marked improvement in primary reading, and the subject is well taught in the junior classes. The alphabetical method has been abandoned, and a combination of the "look and say" and phonic generally adopted. In many schools the drilling is done by means of the blackboard, and the tablets are used principally in review. The chief defects in the senior classes are rapidity, indistinctness of articulation, no proper regard of pauses, lowness or highness of the voice and general want of expression. In a considerable number of the schools more or less successful attempts at modulation and expression are made in the senior classes, but in many instances little is aimed at beyond passable fluency and correct pronunciation. Perhaps in no department has greater strides been made than in the teaching of English literature, and I believe this has done more than anything else to enable the pupils to understand what they read and thus to read intelligently which, after all, is the main object to be striven for. Expressive reading necessitates time and labor that for examination purposes are more profitably spent on other subjects. Until higher marks are assigned and more rigid examination exacted at the entrance and public school leaving examinations, little care will be given to this department of the subject. Spelling is taught solely from dictation and considering the peculiarities of our language excellent results are seen.

Arithmetic.—Many of the primary classes display really astonishing speed as well as accuracy in mechanical arithmetic. In most schools, too, the practical work shows creditable neatness and method. I need only add that the subject throughout is well taught, and I am inclined to think that we cannot expect much higher results than those now obtained.

Geography.—The standing in this subject is, in most cases, satisfactory. Map drawing and commercial geography receive due attention, and the proficiency

attained in sketching the outlines of countries, their physical features, etc., attest to the painstaking and thorough character of the work. Particular stress is laid on the geography of Canada and the majority of the pupils in the third and fourth classes possess a very fair knowledge of the extent of the Dominion, its manufactures, resources, etc. The schools are for the most part well supplied with maps, globes, charts, etc.

Grammar.—In several schools the subject is efficiently taught. There are very few fourth book classes, which cannot analyze an ordinary complex sentence and parse fully, while many of our third classes can readily sub-divide a simple sentence into its component parts and classify the words. Firmly believing that no person can use good English without a knowledge of technical grammar, I am opposed to many of the so-called aids to teaching grammar in the shape of language lessons. Proper associations and persitent drill in the right use of words play no unimportant part in imparting a knowledge of the subject and too many of the teachers fail to correct the bad English of the pupils in their answers and conversation. That the results are not as gratifying as I should desire is largely due to the fact that the majority of the pupils in rural districts are removed from school at a period when the technical knowledge gained by them is beginning to take practical shape. Many of the teachers present the subject in an intelligent way, and I feel safe in reporting a decided advance in grammar during recent years.

Composition.—Amid the multiplicity of subjects on the programme I fear this one fails to receive that attention which its importance demands. A few of the better schools show exceedingly good work, but in a large percentage of the schools a letter on some simple topic will contain the most common solecisms and inelegant expressions, while the conventional forms of the beginning and ending of it have frequently not been mastered. Punctuation and the use of capitals receive some attention; but there is really no attempt at style or the tasteful formation of sentences.

History.—I have grave doubts about its value as taught on present lines. Whether the work in English history is too extensive or the teachers consider the subject of little importance, I know not, but I am cognizant of the fact that in the majority of the schools, what the pupils know of real history is a minimum. The information they possess consists solely of dates, names of prominent men, lists of battles and other minutiæ. During the past two or three years, however, a considerable advance has been made in the teaching of Canadian history, and a fair proportion of the pupils can trace the social and governmental reforms which have taken place in this land of ours for the past hundred years. The serious defect in teaching is that the teachers lay altogether too much stress on details and fail to grasp the subject as a whole.

Writing.—In some schools the progress made is highly satisfactory, and the results on the whole are very fair. I believe all children may be taught to write legibly, neatly and rapidly, and the reason they lack these essentials is largely due to the fact that many of the teachers can neither write well themselves nor skilfully instruct their pupils in this important branch. Other causes for poor writing are the making too much use of the lithographed headlines and too little use of the blackboard in teaching the principles; the putting a class to write while another is engaging the teacher's time in an oral lesson, and lastly, the giving of too much dictation and too many notes to young children before their hands are properly set.

Drawing.—Though material progress is seen, in too many cases no proper instruction is given, and the lesson degenerates into merely a "go as you please" copying exercise.

Physiology and Temperance.—Until last year few schools took up physiology and temperance, and in nearly all of them the subject was very indifferently taught. Since the publication of the new book all the schools are taking up the work in a satisfactory manner. The teaching is chiefly done by means of talks and charts, but the pupils have the text book for reference and all seem greatly interested in the work.

Agriculture.—This subject is virtually not taught in our schools. A few schools attempt it, but even in these cases the work is very superficial.

School Premises.—There is little to complain of in reference to school premises. Most sections in the inspectorate have commodious, well-furnished buildings. Of the total number only three are frame, the others being substantial—and in many cases, neat—structures of brick or stone. Every school has a fair playground and the outbuildings generally are of a satisfactory character. The closets in nearly every instance are properly separated and kept in a clean condition. In several sections the rooms are made attractive by being supplied with tasteful mottoes, pictures, etc. Scrubbing and kalsomining are regularly and thoroughly done. The Local Boards of Health not only visit the premises but compel compliance with sanitary regulations. In only two respects might considerable advancement be made, viz., in ventilation and the care of grounds.

Trustees.—The Boards for the most part seem anxious and willing to do their duty. The schoolrooms are not in all cases made as attractive as they should be, but marked improvement has taken place in this respect in the past ten years, and the good work is still going on. The premises are regularly overhauled, the necessary supplies ungrudgingly given, and the equipment is—on the whole—very satisfactory. There is, however, I regret to state, a growing tendency to employ cheap teachers, simply because they are cheap. To erect a costly building, thoroughly equip it and then employ an inferior teacher is surely "grasping at the shadow and losing the substance." I believe the lowering of salaries to be due to the large number of young women yearly entering the ranks of the profession, who readily accept small salaries and thus drive many of the ablest teachers into other pursuits. I am at a loss to suggest a remedy. The proportion of experienced male teachers has largely decreased here during the past ten years, and it is doubtful when this evil will stop. Guelph township is the only one in which all the Boards offer emoluments which are likely to secure competent teachers for all the schools.

Teachers.—I am glad to be able to report very satisfactory progress in the teaching of the public schools of South Wellington during the past ten years, but for the reason stated in the preceding paragraph I am not so confident that the government and management are equally satisfactory. A large percentage of the teachers are energetic, earnest, thorough and efficient, but there is no gainsaying the fact that some of them lack that ability and tact which experience alone can give. The discipline generally is excellent. Corporal punishment is seldom resorted to in any of the schools, and in many it has been abolished. The relation between teachers and pupils appears to be usually most amicable.

In conclusion I have every confidence that the rural schools of this inspectorate are doing very efficient work and that in nearly every respect they will compare very favorably with similar schools in any other portion of this Province.

County of Dufferin.

Nathaniel Gordon, Esq., Inspector.

Reading.—Primary reading is well taught in the most of our schools. I may say that the phonic method is pursued in about 25 per cent. of them, while the remaining 75 per cent. of our teachers still adhere to the "look and say" method. During the last ten years there has been a marked improvement in teaching reading. I have seen but one teacher teaching by the alphabetic method, and he has left the profession long since. In some instances retiring teachers, to please parents, promote pupils too soon, and these pupils acquire a drawling method of expression if allowed by the succeeding teacher to remain in these classes, for which they are not far enough advanced to take up the work intelligently.

The majority of our teachers read well, but occasionally a defective reader is found, owing to the fact that some County Boards never pluck a candidate, no matter what his defects may be. I am happy to state that with rare exceptions the regular classes of our schools seem to have a fair grasp of the substance of the lessons in the different readers. I often find pupils who attend irregularly, or only for a short time perhaps, very defective. The third and fourth classes generally read once each day, and the first and second classes twice; frequently the first classes read four times each day if the school is small. There is not so much home reading as I would like to see, owing to the fact that the pupils have nothing to read but their school books. There are old libraries in twelve of our schools only, and the books in these so dry and uninteresting that they are not taken out. These books were obtained from the Department some thirty years ago. There should be steps taken for the proper maintenance of a school library in each section. If a small grant were given by the Department, supplemented by an equal amount from the council or trustees, much good would be accomplished; or if sustained on the same terms as Mechanics' Institutes are established and maintained. Dictation is the usual method of teaching spelling in all our schools.

Arithmetic.—Under this head every question can be answered in the affirmative. Much improvement has been made of late years in teaching simple rules. I find the pupils very quick, apt and accurate in addition and subtraction, with a thorough knowledge of the multiplication table; many of their slates being models of neatness, while the black-board is freely used by the teachers for explanations, and also by the pupils for the purpose of showing their method to the class.

Geography.—Speaking generally I find that less time is given by the teachers to this subject than any other on the school programme. In most of our schools the work consists in teaching outlines and encouraging the pupils in drawing maps, mostly memory work. I have been obliged frequently to suggest to the teachers that more attention should be given to this subject, and the lessons made more interesting by giving more information. Many teachers have no liking for the subject, which I think is caused perhaps by the little attention given to it during the time he is passing through his non-professional course. Nearly all our schools are well supplied with maps, but many teachers still depend upon the text book. Canadian geography is pretty well taught; British not so well, as we have very few maps of the British Isles in our schools. This map is not required by the regulations, consequently not provided by the trustees.

Grammar.—Grammar is taught principally from the text-book. Occasionally the reading books are used for the purpose of analysis. An effort is made in nearly all our schools to get compositions from the third, fourth and fifth classes regularly, and about 25 per cent. of the pupils can write what would be called a fair composition. Not enough attention is given by some of the teachers themselves to proper grammatical expression, and still less to correcting the mistakes of their pupils. Every mistake should be promptly corrected.

History.—Teachers generally use the text-books. Pupils not much interested and only a few of the teachers give much prominence to dates. The want of school libraries has much to do with the standing of the pupils in this subject, and until we have libraries, in my opinion pupils will not show the interest desirable.

During 1893 British history was taught in every school in this county, but I find now, in 1894, that out of the twenty-eight schools visited so far, it has been dropped (owing to the supposition that it would not be on the programme for entrance) by all but five schools, and in two of these it was not taken up regularly.

I am sorry to say that few of our teachers take it up as an incentive to patriotism. Canadian history is much better taught than British, but its relation to British history and the Empire is not so forcibly pressed on the attention of the pupils as it should be. I am not aware that much study is made of the subject outside of the text-book, and that is, perhaps, why in many schools the standing is not much better. The more extensive the reading of the teacher on this subject the more interesting can he make it to his class.

Writing and Drawing.—Much improvement in these lately, and I am pleased to state that both are well taught generally. The majority of the teachers use the blackboard.

Physiology and Temperance.—Much more interest taken in these subjects this year than formerly, which may be accounted for by the fact that they are on the entrance programme. I find children are quite interested, and in some schools enthusiastic, over the matter. I have not yet noticed any overloading.

Agriculture.—This subject last year was taught in about eighty-five per cent. of the rural schools in a general way, and in a few in a very practical form. I found that in many schools the pupils had a good idea of agricultural processes. During my tour of inspection this year (1894), I find that many of these schools, owing to a change in the teacher, had not, as yet, taken the subject up at the time of my visit; and, I think, as it is optional at the entrance examination, it is neglected for that reason.

School Premises.—With very few exceptions the buildings, fences, outhouses, grounds, etc., are in a satisfactory condition. The buildings are also good in a sanitary point of view. During 1893 I heard of only two cases where the Local Boards of Health were called in to take action regarding the condition of school premises. At my visit each half year each school and premises are reported on, and the report sent to the trustees.

Trustees.—In the most of the school sections the trustees seem to take much greater interest in the schools than formerly, and are far more ready to repair and furnish. Teachers are generally treated kindly and fairly (provided they do not ask for the payment of their salary quarterly), but the visits of the trustees to the schools are not, so far as I can learn, as frequent as they should be.

Teachers.—The standing of the teachers is improving steadily, and there has been a marked improvement within the last ten years in the neatness and per-

sonal appearance of both teachers and pupils. The majority of our teachers are particularly painstaking and zealous, as well as thoughtful, not only in their teaching but in the general management of their schools. They are much more humane in the matter of discipline, better character-builders, and are bringing up the profession in general estimation by their efficiency as educators.

School District of West Grey.

Thomas Gordon, Esq., Inspector.

Reading, beginning with the primary classes, is taught in such a way as to show the child that the sense of a passage depends on the expression given to the words contained in it by the reader, and not on the words themselves.

The chief difficulty herein lies in the too general inclination to rapid reading, indulgence in which operates to prevent the reader from gathering the actual sense of the passage as he proceeds, and consequently of communicating it to the hearer. In this respect much improvement has taken place, and reading is more intellectually done as a rule. Teachers, in order to emphasize the difference between rapid reading and slower and more thoughtful reading, are now much given to exemplifying the distinction by personally illustrating to the class the difference between the two methods. In schools in which this system is consistently followed improvement becomes very marked, and the intelligence of the pupils appears to be quickened. The average number of reading lessons given daily to junior divisions is two, and to senior divisions, one. Dictation from passages read is universally used as a means of instructions in spelling, whole sentences being given as part of the exercises, supplemented by single words selected from the reading lessons as a complement. Exercises on the spelling of words of similar sound but of different meaning are also given. The reading of the subject for dictation operates also as an instruction in reading, the passage to be written being always read three times—once, that its sense may be gathered; secondly, for being reduced to writing, and thirdly for review by the writers. Careful reading on the part of the teacher is necessary, in order that the proper meaning may be conveyed, and that the ideas of the writers may not be confused

Arithmetic is commonly well taught with the exception of notation, which is very often passed over perfunctorily, the teachers appearing to be satisfied if pupils can read numbers set down. From time to time attention has been called to this defect, and it has been demonstrated to the teacher by example that the ability to give in words the value of numbers set down in figures does not imply that numbers set down in words can be reduced to figures.

This method of dealing with the matter has had an influence in causing proper attention to be given to this particular. With respect to addition the cases in which it cannot be performed rapidly and accurately are rare, and constant exercise is given. The multiplication table is almost universally well taught, and proficiency in it appears to be demanded by teachers.

Free use of the blackboard is universal, and pupils are frequently called upon to demonstrate their work to the class by its means, but too frequently neither the work on the board, nor that on scribblers or slates, shows the neatness which ought to characterize it. Although attention is constantly drawn to this defect, and the fact is generally evidenced that those pupils who do their work most neatly, commonly do it most satisfactorily in other respects, the lack of neatness continues to be too common a feature.

Geography is, as far as possible, made an information subject, but it necessarily becomes a memory subject when the text book is set aside, and geographical terms and definitions, and the names of land and water divisions, of cities, towns and villages, of the counties abutting on lakes, of the courses of railways, and other information on like points are sought. Interest in the subject is given by connecting localities with events connected with them, and a desire for further information is thus stimulated.

Grammar, as a formal subject, is fairly taught, but there is not sufficient attention given to the correction of casual errors in speech, and too often mistakes in speaking are passed over, as if unnoticed, in class. Mistakes in common conversation are far too general among teachers in this respect, as they appear to follow the forms of speech which prevail in their neighborhoods, rather than those which they have been taught to be the proper ones. Attention is often drawn to such mistakes when made, but the acquired habit seems to be so strong as to overcome the recollection of the correction.

History.—The authorized text book is commonly used by the teacher in teaching history. Pupils who take up the subject appear to take considerable interest in it, much more to events and their results than to dates. Their attention is directed to the influence which the great men and women of Britain have had in the direction of her affairs, and how the subsequent course of events has been affected by their actions. The high position occupied by the British Empire in the world, and the beneficial influences which she exerts wherever her influence prevails, are placed before the pupils as incentives to look upon it as entitled to their warmest r gards, and as being the freest and best under the sun. The history of Canada has, as yet, been chiefly used in giving instruction as to the forms of government which exist, and the powers which can be exercised by each.

In this connection its relations with the Empire undergo examination and explanation, and are shown to be of mutual advantage.

Writing and Drawing.—Penmanship remains practically in the same position which it has occupied for a long time past.

The blackboard is not in common use in so far as writing is concerned. Headline copy books are in pretty general use, but the individual attention which is required to ensure good writing is not generally given, nor does the time usually given to the subject admit of this in the majority of schools. Drawing is rather a favorite subject with pupils, and the work done is generally good.

Physiology and Temperance.—The teacher commonly uses the text book, reading from it and commenting on the portion read.

Agriculture is very little dealt with. In fact there is very little time for it, according to the way in which time tables are generally made up.

School premises are almost without exception kept in good repair, and fences, outhouses and grounds, in good order. In cases where a contrary state of matters exists, a remedy is provided on attention being drawn to the matter. Great improvements have been made within a recent period, sometimes by dint of pressure, but ordinarily by the voluntary action of trustees and people.

Trustees seldom trouble themselves more about the schools than to see that they are provided with requisites for the use and the comfort of teachers and pupils. Their visits to schools are infrequent, but almost invariably they treat their teachers with respect and consideration, and allow them all reasonable privileges. Schoolhouses are seldom otherwise than in fair sanitary condition,

though now and then one is met with, the ventilation of which would bear considerable improvement.

Two or three instances of visits of Board of Health have been reported, but these were very exceptional instances.

Teachers.—As to teachers themselves it cannot but be admitted that they are greatly improved in culture, in professional skill, and in neatness; so much is this the case that it amounts almost to a revolution.

Gentleness, zeal, thoughtfulness, humanity are, certainly, now their characteristics—cruelty appears to be wholly absent, and consideration for the wants and feelings of those committed to their charge, to be the prevailing sentiment. Thus they have come to occupy a higher plane in the public estimation, and their usefulness and efficiency extend beyond the limits of their schoolrooms, and exercise a beneficial influence on whole neighborhoods.

School District of East Grey.

A. Grier, Esq., Inspector.

Reading.—Of late years more attention has been given to primary teaching, therefore the reading, with the rest of the subjects, has received more attention, and has greatly improved, so that now through the greater part of the riding this subject is well taught. The method most adopted is the phonic. Some of the teachers still use the "look and say" method, while a number use a combination of the "look and say" and the phonic method. A very small percentage still uses the alphabetical method—the old teachers who have not attended the Model or Normal Schools.

There has been a marked improvement in reading during the last ten years.

The chief defects in reading are poor enunciation, wrong emphasis.

The methods adopted for the correction of the defects in reading: Poor enunciation—the pupils are made to read more slowly until they can give the proper sounds distinctly; wrong emphasis—this is caused by the children not understanding the extract to be read—the teacher talks with the pupils, questions them, and gives them necessary information until they clearly understand what it is to be read. They will then read naturally and therefore give the proper emphasis.

The teachers are fairly good readers, some being above the average, while others come far below.

The average number of reading (primary) lessons in rural schools is two a day, while in town schools the number is sometimes greater.

Most of the pupils are given to home reading.

Dictation is used for spelling purposes in all the schools.

Arithmetic.—The simple rules of arithmetic are well taught.

Accuracy and speed in addition is made the subject of frequent drill. A short time each day is given solely to this, and a longer time given once or twice a week for a thorough, rapid drill.

With very few exceptions the multiplication table is well and thoroughly taught, the teachers giving frequent drill on it.

Each year more attention is given to neatness in the pupils' work.

The teachers use the blackboards freely. They find that they cannot do good work in their schools without constant use of the blackboard.

Geography.—As the teacher's reputation depends on the result of the promotion examination, they naturally give most attention to those features which they think are most likely to come up in the promotion examination.

Yes, geography is made an information, not a memory lesson, although in some schools I have found it nothing but pure memory work.

The rural schools are not as well supplied with maps as they should be.

To a certain extent the teachers are dependent upon their text books, but they do outside reading and impart a great deal of information not in their text books.

The geography of Canada and the British Empire is generally well taught.

Grammar.—Yes, grammar is taught in connection with the reading lessons. The pupils are taught to correct their errors in conversation and in their answers.

A percentage of about 95 of the schools in my riding write compositions regularly—a certain number a year in books which they keep for the purpose. About 75 per cent. of the pupils can write a fairly good composition.

The chief defects in teaching grammar are—teaching not practical, too much memorizing of definitions. Pupils can very often repeat definitions in grammar when they do not understand them.

The teaching of grammar is too often formal and therefore a matter of memory and not of understanding.

History.—The text book (with others) in history is used by the teacher in the preparation of the lesson, but not in the actual teaching. The pupils use the text book in preparing the lesson, after it being taught by the teacher.

As a rule the pupils are interested in history, but a great deal depends upon the manner in which the teacher presents the subject.

Dates are taught in connection with the events in history.

History is not taught as an incentive to patriotism as much as it should be, owing to the great amount of work on this subject which must be prepared for the examinations. This does not leave the teachers time to dwell on the subject as much as they should.

Much more attention is paid to Canadian history than formerly.

Most of the pupils read "side-lights" on this subject, but a good deal depends on the interest which the teacher has aroused in the pupils.

The defects in the teaching of this subject are (1) too much mere memorizing, (2) not taught in connection with geography.

Writing and Drawing.—The penmanship of schools has improved very much indeed during the last five years. The subject is generally well taught and blackboard is used in teaching it.

Physiology and Temperance.—The pupils are interested in this subject where it has been properly taught.

It is taught by both, first by conversation with the teacher, then by the use of the text book.

Too frequently the teachers do overload the pupils with details.

Agriculture.—It is impossible to get agriculture properly taught, unless it is made a compulsory subject at the promotion examinations.

School Premises.—The school premises are kept in fair repair by the trustees.

Fences, outhouses and grounds are generally kept in good order.

The school buildings are in good sanitary condition.

They are improving from year to year.

The Local Boards of Health do not visit schools unless called upon on account of some contagious disease in the school.

Trustees.—Yes, the trustees are taking a far greater interest.

The trustees are more ready to provide for the comfort of the pupils.

They visit the schools more frequently and take a greater interest in their schools.

As a rule they treat the teachers considerately.

Teachers.—During my term of office there has been a marked improvement in culture, professional skill, and personal neatness of the teachers, yet in some improvement is still very necessary.

The majority of the teachers are zealous. Those who are not cannot retain their positions.

Yes, they teach thoughtfully—the Model Schools have done a great deal in this particular.

The discipline is humane.

The teachers are daily becoming better "character builders."

The profession is rising in general estimation.

Teachers certainly are becoming more efficient as educators.

School District of South Grey.

N. W. Campbell, Esq., Inspector.

School Premises.—I am pleased to say that during the past three or four years, the condition of the school houses and premises has greatly improved. With few exceptions, the buildings are made as comfortable as possible. Good heating and lighting, good blackboards and desks, clean white walls and well-swept floors, and yards well-fenced and planted with trees are now the rule. The sanitary condition is generally satisfactory. In a few instances the aid of the local Board of Health was called in to secure a proper sanitary condition of the outhouses. Otherwise there has been no trouble.

Trustees—I believe trustees, and the ratepayers as a whole, are taking greater interest in the schools now than at any former period. Any improvements in buildings, yards, etc., are usually done without further trouble than a notice that such are required. The strict attention generally paid to the wants and comforts of the teachers and pupils and the more frequent visits made to the schools indicate a healthy interest in educational matters.

Teachers.—With regard to the teachers, I am pleased to report that although the age and experience of the majority are not such as to produce the most beneficial results, yet many of them make up for what is lacking in these respects by that energy and enthusiasm which overcome all obstacles. Much time is lost through lack of professional skill in teaching or discipline. Some do not realize the importance of their work as "character builders," hence they perform their work in a perfunctory manner, without force or purpose. On the whole, how-

ever, the work is better done, the discipline gentler and more humane, and the interest taken in the real education of the pupils greater than in the past. Very few, I fear, of the younger teachers, are readers of professional or other books or literature and among these, general knowledge or culture cannot occupy a very prominent place. Almost without exception, the teachers are careful to maintain personal neatness, and from this follow, as a rule, neat schoolrooms. In the general estimation of the public, I believe the teaching profession has improved. Faithful teachers are always looked up to with becoming respect. On the other hand the careless, the indifferent and negligent are but lightly esteemed. I think the public never before realized as now the vast importance of true, practical, common-sense teachers.

Agriculture.—In only thirty per cent. of my schools is this subject taught. As it was not compulsory at the entrance examination last year, I believe, in the greater number of these schools, it was taught intelligently and with a view to its practical usefulness. Many instances have come under my personal notice where the knowledge obtained in school from the text-book has been made use of on the farm, a proof it seems to me of the value of the subject as a school study.

Physiology and Temperance.—These subjects are not taught as efficiently as they deserve. The old text-book was seldom used—the story form of presentation being generally adopted. Junior pupils are greatly interested in the subject, and are delighted when it is used as a Friday afternoon recreation lesson. The new text-book is much superior to the old one, and teachers find it much easier to interest the senior pupils since its introduction. Better teaching and hence, better results may therefore be looked for.

Writing and Drawing.—Writing is generally well taught; drawing only fairly well. The improvement in writing during the past seven years has been great, especially in the junior classes. In all the best schools the blackboard is used in teaching writing and drawing. While drawing from copy is generally well done, that from memory is poorly done, showing neglect in this important particular. It would be well if the principles of writing were given on one of the cover pages of the copy books, or some book recommended in which the letters were analyzed. Young teachers often feel the want of some book of instruction in the elements of penmanship.

History.—This subject receives a good deal of attention. It is a subject in which the enthusiastic teacher excels. When properly taught, it is intensely interesting to the pupils, but mechanical teaching takes the life and soul out of it. Dates are not as much insisted on as formerly, only the most important ones being memorized. Biography receives special attention. Patriotism should be more dwelt upon. In very many schools the pupils are not asked to read "side lights" on history. A few exceptions are noteworthy. In fact, I believe but very few of the teachers themselves read much history outside of the text book. Canadian history only is taught in the third form of our schools, but in the fourth both English and Canadian. In my opinion fourth class pupils have too much history to go over. A certain period of English history well learned would be better than the whole subject skimmed over, as at present The tendency among too many teachers is to teach this subject from the text book, often without any previous preparation, as is quite evident from the lifeless, insipid questioning and the barrenness of illustration which characterize the recitation. It has often been my painful experience to endure one of these trying and tiresome recitations.

Grammar and Composition—A great advance in the teaching of these most important subjects has been made of late years. "English" is not so formidable

as "Grammar," when taught from the English of the readers and not from a formal grammar text book, In this informal way it is beginning to be taught in a greater number of schools with far better results than by the old method. The text book is yet used too much in a wrong direction. Analysis and a full knowledge of the English sentence, structurally, do not receive the attention they should receive. I have asked many schools to make a collection of colloquial errors in speech or localisms of any kind for me. The collections in many cases were curious, but their chief value was in the closer study of correct forms which the pupils were led to do to make a good collection. Too many teachers still teach English as a foreign tongue, yet they wonder why the progress of their pupils is so slow. Composition, in a more or less systematic manner, is taught in all the schools and in most of the classes. Its importance is fully realized.

Geography.—This is one of the best taught subjects in the course. Maps, globes, etc., are constantly used, and the mere memorizing of lists of names but little practised. "The earth as the habitation of man" is taken as the basis of true geography, hence those things which bear upon this aspect of the subject are specially dwelt upon, such as physical features, climate, soil, natural productions, industries of the people, trade facilities, etc. The geography of Canada (Ontario in particular) and Great Britain is taught pretty thoroughly in all grades above the Second Reader. Elementary definitions, the map of the world and our own country form the main part of second class work. The schools are all supplied with maps of the world, Canada and Ontario, but the other maps are mostly old and of little value, some positively misleading. The text book is good, but lacks a sufficient number of maps.

Arithmetic.—In the teaching of arithmetic I am pleased to see the following improvements: The teachers make use of the blackboard to a much greater extent than formerly. The elementary tables and the weights and measures are usually well drilled upon. The pupils are taught, as a rule, to put their work neatly on their slates and to show full processes or operations in the solutions of all problems. Among the most important defects in the teaching are the following: Theoretical arithmetic, especially the elementary parts, such as the properties of numbers, notation and numeration, definitions, etc., are not taught in the majority of schools with any degree of thoroughness. In many schools problems are taught, not principles, hence a low standing in the subject. This I attribute to the injudicious use of exercise books, in which problems are given without any attempt at classification. Inexperienced teachers give these problems as given in the books, and as a consequence the rule or principle taught in one is dissipated in the next. Speed and accuracy in the simple rules are not sufficiently insisted upon. The addition tables are well taught, but continued subsequent drill on them not practised. Many third and fourth classes cannot add with any degree of rapidity, much less subtract, multiply or divide. I consider this a grave defect. An instance of unusual rapidity may be in place to show what is possible with an earnest, conscientious teacher. In the Ayton Public School, taught by Mr. Wm. I. Huston, the third and junior fourth classes can add 64 figures, 8x8, on an average of 22 seconds, 75 to 90 per cent. of the pupils having correct answers every time. Subtraction can be performed with greater rapidity than an expert can put the results on the blackboard. Multiplication and division are done with equal expertness, and it is the testimony of the teacher that the teaching of arithmetic is an easy matter when this drill is insisted on from the beginning. This I know to be true from experience and observation. Much time is gained by the process.

Spelling.—Spelling is taught in all classes in all the schools, mostly by dictation exercises of words, phrases and sentences. Oral spelling is done in junior classes to save time, and sometimes for variety in senior classes. The Readers are used as a spelling book, as they should be, but the spelling of all geographical, arithmetical and grammatical terms used is constantly taught. In my opinion, not sufficient drill is given in the subject to secure the required accuracy.

Reading.—More time is spent in teaching reading than any other subject, arithmetic perhaps excepted. Primary reading is taught entirely by the "look and say" and phonic methods combined. The plan set forth in the preface to the Readers is followed with gratifying success. I have not seen the alphabetical method used more than two or three times in the past seven years, and these were by old-time teachers who never attended a Model school or Normal school, and who made no pretence of knowing modern methods. While the character of the reading has greatly improved, there are grave defects yet to be remedied. Lack of force and expression, coupled with a too rapid and indistinct utterance, seem to be the worst faults and the most difficult to correct. As a rule, pupils have a good idea of the lessons they read. To make sure of this, the substance of the lesson is always required by the best teachers before the reading. In most schools all the junior classes get two or more lessons in reading daily, while the senior classes get one or two.

The great trouble in teaching advanced reading is the inability of many of the teachers themselves to appreciate good reading, hence they are not disposed to give it as much attention as the subject deserves. The standard of excellence also varies so much with different teachers that what one calls "good" reading another would call "execrable." It is therefore most difficult to secure uniformly good reading. My constant practice is to recommend the pupils to read aloud at home, in order to give them that confidence in themselves and that fluency of utterance without which no reading can be called good.

County of Perth.

William Alexander, Esq., Inspector.

Teachers.—There were 116 teachers employed in the 109 schools of the county—63 male teachers and 53 female teachers,—of the latter, 7 were assistant teachers.

Forty-nine have attended the Normal School. One holds a first class provincial certificate, 48 second class and 67 third class certificates.

It is but just to say that some of those reported as holding third class certificates, have first class non-professional certificates and a large number of them second class non-professional certificates. So far as the County of Perth is concerned, there would still be a surplus of teachers, if professional certificates were granted to those only who hold first or second class non-professional certificates. A few of our teachers receive from $500 to $600 a year, but the tendency for two or three years past, has been to lower salaries. The average salary paid to male teachers in 1893, was $397—the lowest average for a good many years. The past year or two we have granted certificates to twice as many teachers as can find vacant schools in their own county. The inevitable result is a struggle for situations and lower salaries.

If this should continue, the better and more ambitious of our young teachers will remain but a very short time in the profession and will abandon the field to those who are content with small things. As our Model Schools are in good hands, our young teachers go to their work fairly well prepared and with very few exceptions, prove earnest and capable teachers. A disorderly or badly managed school is rarely met with. While the schools are quiet and orderly and the pupils industrious, complaints as to severity of discipline are very seldom heard—in fact, I do not think that complaints on that score, reach me, on an average, once a year.

I am glad to be able to say so much in praise of our young teachers; still in comparing their schools with those of the more experienced teachers, the value of experience in the teacher, becomes very apparent. In answer to the question, —is the profession rising in general estimation?—I would say that teachers of experience, ability and integrity will always command the respect of the community, but I cannot say that the profession as a whole is "rising in general estimation," which may be attributed to the youth and inexperience of the majority of our teachers.

When it is so true that, "as is the teacher so is the school," our best efforts should be in the direction of placing and retaining competent teachers in the schools.

Premises.—There are 61 brick, 11 stone and 37 frame schoolhouses in the county, valued with furniture at $148,979 or an average of $1,370. Ten rural schoolhouses have commodious basements and are heated by furnaces. The schoolhouses, for the most part, are kept in good repair and clean and comfortable. In most cases, provision is made by the trustees for sweeping and lighting fires. In some cases, however, the sweeping has to be done by the pupils. Any want of cleanliness or tidiness about school premises, I generally find, is more from neglect of the teacher than trustees.

The Board of Health in each township annually visits all or nearly all the schoolhouses and has done much to have the wells and closets kept in good sanitary condition.

Although nearly all school premises are now well planted with shade trees, Arbor Day, which is observed in every section, still has its uses. The grounds are cleaned up. In some cases flower beds are made and the windows of the schoolroom decorated with flowering plants.

I am quite safe in saying that there are not more than half a dozen shabby or ill-kept school premises in the county.

Attendance.—The number of pupils enrolled in 1893, was 7,675, a decrease of 138 from the previous year and only two-thirds of the attendance of twenty years ago. The average attendance, however, shows a gratifying improvement being two per cent. higher than in any former year.

Classification.—The classification authorized by the Education Department is adhered to with the addition that the third or fourth classes are sub-divided into junior and senior classes, the limit of each class embracing a year's work. Promotions in all the classes above the second are made about the 1st April each year, on the results of our uniform Promotion Examination, which has been regularly held for the past eighteen years. This examination I have found to be highly advantageous to our schools and it is looked forward to with much interest by teachers, pupils and parents. In addition to other advantages, it has had the effect of keeping the schools well classified. The expense of each examination is about $100, and is borne by the County Council. The fifth classes maintain

their numbers fairly well, notwithstanding the fact, that out of the 700 now attending the High Schools of the county, about 250 are drawn from the fifth classes of our rural schools The steps that have been taken to encourage the fifth classes in Public Schools are viewed with much favor. The opinion very generally prevails, and I share in it, that the sooner the standard for admission to High Schools is raised so as to include fifth class work, the better for both High and Public Schools.

Subjects of Instruction.—A circular containing the recently revised programme of studies with the special instructions accompanying it, and the regulations as to the High School entrance and Public School Leaving examinations, has been placed in the hands of every teacher in the county and it is expected that each subject will receive its due share of attention. Referring briefly to the teaching of some of the subjects, I would say that:—

Reading is tolerably well taught in most of the schools. The especial care taken in our Model Schools to instruct the teachers in training in the use of the phonic method has had a marked influence on teaching of reading in the primary classes. The phonic method with a limited use of the "look and say," is now universally adopted. The importance attached to the study of the literature of each reading lesson is producing more thoughtful and more intelligent readers in all the classes. Part I. and part II. classes, have two reading lessons a day and the other classes one lesson a day.

Spelling.—In the teaching of spelling we have excellent results. Persistent drill through all the classes has made the pupils good in spelling. If one subject is better taught than the others, it is spelling. The spelling exercises are almost wholly written.

Arithmetic.—Very good methods are followed in teaching this subject. The teachers realize that, after the combinations up to 9x9 are thoroughly taught, addition is largely a matter of practice and they have by incessant practice achieved exceedingly satisfactory results Little or no difficulty is experienced in teaching the multiplication table to pupils who can add rapidly. The blackboard is freely used by the teachers, but not so freely used by the pupils as it should be. As a rule the teachers do too much and the pupils too little blackboard work.

Writing.—In the graded town schools, much attention is given to the teaching of writing and quite good work is being done, but in many of the rural schools this is the most indifferently taught subject on the public school programme. Certainly a good many rural teachers find the time to give it proper attention, and good writing is not an uncommon thing in their schools, but in too many schools, the work done and progress made is very disappointing, good writers being the exception rather than the rule. To teach this subject well, great watchfulness and much individual attention are necessary and some teachers complain of want of time for this. Quite a good many of the teachers write very poorly themselves and evidently do not attach sufficient importance to the subject. I have thought it would be well to add this subject to the list of subjects for the professional examination.

Drawing.—Fairly good work is being done in this subject in many schools but not in all. It is now neglected in but few schools.

Geography.—The schools are well supplied with maps and globes. These are freely used, but the text book has largely fallen into disuse. In teaching this subject, the teachers generally bear in mind that the educational value of the study of geography is the usefulness of the acquired information in every-day affairs and not its disciplinary effects.

The physical geography of Canada is pretty thoroughly taught to the third classes, together with its products and commercial relations. In the senior fourth and fifth classes the study of the British Empire forms the principal part of the course, for a good knowledge of Britain's widely extended commercial relations means a knowledge of the commerce of the world.

Grammar.—The authorized text book is used in all the classes above the second class. The special instructions accompanying the authorized programme of study, afford many useful hints and suggestions on the teaching of Grammar, that must be very helpful to the teachers. Practice in composition and letter-writing forms part of the daily or weekly work in grammar.

History.—Canadian history is taken up in the senior third class and continued in the junior and senior fourth classes. British history is taken up by the two fourth classes and fifth class.

The text book is pretty generally in the hands of the pupils. As the field is so wide and time so limited the teachers usually confine themselves to teaching the leading facts of history.

Physiology and Temperance.—This subject is taught in all our schools. The text book is in the hands of all the senior and junior fourth and fifth class pupils. In the other classes instruction is given, but the text book is not used by the pupils. Both teachers and pupils are interested in the subject. I find the subject well taught. The text book is well spoken of by the teachers. I intend to select a good set of charts and illustrations with a view to have them introduced into the schools to aid in the teaching of this subject.

Agriculture.—When this was an optional subject at the High School entrance examination, I occasionally found an entrance class taking up agriculture, but since it has been dropped from the list of subjects for examinations, the study of it has been almost entirely discontinued, No case has been brought to my notice where the trustees of any rural school, have by resolution, required the authorized text book in agriculture to be used in the fourth and fifth forms of the school. Teachers having their hands pretty full now, will not likely agitate for its introduction.

School District of West Huron.

John E. Tom, Esq., Inspector.

Reading.—Primary reading is much better taught in some of the schools than it was a few years ago. The phonic method is used by about two-thirds of the teachers; the rest use the "look and say" method. I find those using the phonic method make much more rapid and satisfactory progress than is made where the "look and say" method is used Those who have given up the "look and say" method and adopted the phonic method say they can do better work in reading with one-half the time formerly given to the subject. A few get good results by the "look and say" method. Lack of expression and indistinct articulation caused by inability to recognize words readily, are the chief defects in reading. Phonic word drill should receive more attention.

A number of our teachers are poor readers and a few think good reading of small importance—hence pupils have not an opportunity to become good readers. The reading is gradually improving and nearly all pupils understand what they read. Home reading does not receive as much attention in rural schools as it should.

The classes in Part I., Part II., and II. Book read two or three times a day; the other classes read once a day.

Teachers are giving more attention to Literature as a result of the improved teaching of this subject in our high schools.

Spelling.—In the schools where phonics are correctly and thoroughly taught the pupils have no difficulty with spelling. Similarity and contrast are largely used in teaching spelling. Oral spelling of groups or families of words with the copying of paragraphs on the slates is used in the junior classes. In the senior classes phrases, sentences, and paragraphs, are given to be written on slates or paper.

Arithmetic.—I believe arithmetic is more methodically taught than any other subject. Our best teachers drill their pupils on the combinations until the junior pupils can add as quickly, easily and correctly as adults. A few teachers still allow their pupils to count in doing addition and never get good results.

The difficulty is found in subtraction. The multiplication table is well taught and the pupils well drilled in multiplication and short division. The blackboard is freely and wisely used by nearly all the female teachers and more than half of the male teachers.

The practical parts of arithmetic receive more attention than eight or ten years ago. While method, neatness and accuracy characterize the arithmetic work in many schools, in some, teachers are content with the answer, and accept work that is illogical and slovenly.

Geography.—Our schools are well supplied with maps and nearly every school has a good globe. These are freely used in teaching. The teachers do not consi ler the Public School Geography a satisfactory text book. It has several good features but lacks a good deal of valuable information which the teacher has either not the time or ability to collect. Local geography and the physical and commercial geography of Canada receive most attention. Other parts of the British Empire have not received special attention, but will in future if the examinations point in that direction.

Geography is generally very well taught and is made an information lesson in so far as the teacher can furnish the correct information. Map drawing is regularly taken in many schools with splendid results.

Grammar.—The teaching of grammar has improved since the introduction of the present text book. Both formal grammar and practical English receive attention. I believe it would be a serious mistake to give up formal grammar.

The division of sentences into clauses, the relation of clauses and phrases, receive considerable attention. The errors made by pupils in speaking or writing are carefully corrected. Most of the pupils use very fair English.

Composition and letter writing are taken regularly in about 70 per cent. of the schools.

Writing and Drawing.—The penmanship has improved since the introduction of the public school writing course. Book No. 6 should have contained only the same form of capital letters as the other books. Fancy writing and flourishing does not belong to public school work, so book No. 6 should be revised.

The principles of writing are not taught and practised by the pupils in many schools. The writing lesson is devoted to practice in the copy-book. The junior pupils write exercises on their slates which have been written by the teacher on the blackboard.

The greatest obstacle to finished penmanship is the use of scribbling books, especially in the high schools.

The public school drawing books are very good in some respects. The copies are attractive but should not be made the same size when copied by the pupils. It is very difficult to prevent the pupils tracing them. The pupils should be instructed to make them one-half or one-third larger than the original and the spaces arranged that this may be done.

Most of the books presented at the high school entrance are nicely done. The drawing paper is not well done because teachers do not give sufficient attention to perspective and dictation drawing.

Physiology and Temperance.—The teachers speak very favorably of the text book in these subjects and suggest that it should be put on for Model school examination.

The pupils are greatly interested in the work and will no doubt be greatly benefited. In the II. and III. classes it is taught orally. In the IV. and V. classes the text book is used.

As the subject is on for examination it will be well taught.

Agriculture.—Unless a subject is recognized in the examinations very little will be done in teaching it. Not more than ten per cent. of the schools teach agriculture. When it was a 'bonus' subject many of our schools did the work very well.

School Premises.—There are many good school houses in West Huron and a number of new ones are to be erected during 1894. The premises are kept in very good repair. There has been much improvement in the closets during the last five years. New ones have been built with boxes instead of pits and divided so as to keep out the snow. In several of the municipalities the health inspector visits the schools once a year.

Trustees.—Nearly $60,000 are spent each year on the public schools of this inspectorate. Most of the Trustee Boards are as liberal in providing for the comforts of pupils as the ratepayers will permit. New desks with divided automatic seats, were put in four schools last year. Two others were seated with single desks.

The trustees of rural sections do not visit the schools regularly or more frequently than formerly. They seem to have great confidence in their teacher and the inspector and do not find it necessary to visit the school unless some repairing or other business requires their attention.

The relations between trustees and teachers are generally most cordial and the teacher is respected and treated considerately by the trustees. Of course there are some exceptions to this rule.

Trustees do not attend the institute meetings or take any interest in these meetings. Some trustees consider the days on which the teacher is at the institute meeting as lost by the school section.

Teachers.—The teachers are improving in culture and in professional skill. This is largely due to our excellent Model Schools. Most of the teachers are zealous, methodical and thoughtful in their work. Their discipline has improved and there is very little corporal or objectionable punishment. They give much attention to the appearance of the schoolroom and insist on the pupils being tidy and orderly. Nearly all are careful of their personal habits and neatness.

As in every other calling some teachers are failures. These are soon compelled to 'move on' and make room for better men and women.

In 1893 there were 126 teachers employed. Two of these held first-class certificates, sixty Normal School certificates and sixty-four Model School certificates. Many of the latter have passed the junior leaving and some the senior leaving examinations.

The teachers are becoming more efficient. They are doing good work in fully ninety per cent. of the schools.

The High School entrance and Public School leaving examinations are a great benefit to our schools and should be encouraged.

School District of East Huron.

David Robb, Esq., Inspector.

Teachers.—There are eighty-six school corporations in this inspectorate. These employ one hundred and twenty-three teachers. Of these sixty-two are males and sixty-one females. The rural schools employ fifty-nine male and thirty-three female teachers. Fifty-seven teachers have attended the Normal schools, and sixty holds second-class certificates. One holds a professional first, and seven hold non-professional firsts.

During the last ten years teachers have advanced greatly in culture and professional skill. In culture, however, the advance has not been as great as in teaching power. Teachers, as a class, are not enough given to solid reading, the newspaper and magazine being nearly all that is read.

The discipline is good; and except in a couple of schools, humane and rational, corporal punishment being rarely used.

The teacher is now more than ever coming forward as a leader of thought in the community in which he lives, and consequently pays due attention to personal neatness. Formerly a teacher could be recognized by his carriage, now he cannot be distinguished on the street from ordinary professional men.

School Premises.—During the year two new brick school houses of an improved plan were built, and six thoroughly repaired and made more comfortable than when first erected. Trustees are usually willing to keep the premises in good repair, but some few of the teachers thoughtlessly allow pupils to destroy fences and outbuildings. Nearly all the school buildings in this inspectorate are quite comfortable, and are improving very materially from year to year.

The local Boards of Health render valuable service in keeping wells and outhouses in proper condition.

Trustees.—As a rule the trustees treat the teachers well,—in fact, quite as well as the same men when church officers treat their clergyman. They take a lively interest in the school and its work, and usually provide for the comfort of both teacher and pupils. They do not, however, visit the school frequently, because, as one of them told me: "I can see the result of the teaching in the progress made by my own children, and I care little for the method of instruction provided the results are satisfactory." Also many of them never having received the hall mark of an examination think it presumption to inspect the work of those that are certified as being duly qualified teachers.

Inspection.—During the year every school was inspected carefully twice—once in each half year. At each visit every pupil present was examined in reading, literature, writing and arithmetic; and the higher classes in geography,

grammar, history, composition and physiology. In those schools taking agriculture I also saw how that work was taken up.

Reading.—The "phonic" method of teaching reading is rapidly displacing the "look and say" method. The "alphabetical" method has entirely disappeared, and but about thirty per cent. of the teachers use the "look and say" method.

During the last few years the reading of the pupils has improved very much. The teachers themselves are now good readers and insist on good reading from their pupils. Literature is now well taught, and this improves the reading of the pupils who, as a rule, read understandingly and expressively. Spelling is now almost entirely taught by means of dictation. The first class usually receives three lessons in reading in the day, the second class two, and the other classes one each.

Arithmetic.—The free use of the blackboard by both teacher and pupils has improved the teaching of arithmetic. More than half the solutions of questions worked for me during my visits of inspection are neat enough to serve as printer's manuscript. I take as much pleasure in looking at a neat solution as I would in examining a work by a great painter; and in many cases it has cost the pupil as great an effort to do the work as it did the artist to paint the picture. The simple rules and the multiplication table are well taught. The improvement in teaching these is due entirely to the professional training at the Model and Normal schools.

Geography.—Geography is not well taught. Too much stress is laid on mere names. The pupils are told little about the people of other countries, such as their every-day life, their religion, their character, etc. Physical is better taught than political geography. The geography of Ontario, Canada and the British Empire receives ample attention.

History.—History is not well taught. The reason is not far to seek. Few of the younger teachers, have ever read any works on history other than those prescribed for the work of their examinations while at the high school.

If the teacher could be induced to teach history orally, children might be expected to welcome the history lesson as eagerly as they do the Friday afternoon literary exercises. As it is they leave school hating the very name. The line of teaching is mainly biographical. The constitutional history of Canada is well taught, and the relation which Canada bears to the Empire at large fully impressed on the minds of the pupils In all schools patriotism is inculcated, and the rights and duties of citizenship carefully taught.

Very few teachers now use a text book in teaching English History.

Grammar.—Practical grammar is well taught. All the ungrammatical expressions used by the pupils, whether written or spoken, being corrected when made. Composition is well taught as far as the writing of an ordinary letter of friendship or business and compositions on subjects with which the pupils are familiar. During the last few years all my schools take regular work in this subject daily. All classes from the second up take the work. About fifty per cent. of the pupils write fair compositions, many excellent.

Formal Grammar is not well taught, the teachers themselves not having the requisite knowledge. Not more than sixty per cent. of the teachers could teach this subject successfully without the aid of text books.

Writing and Drawing.—Writing is usually taught to the lower classes from the blackboard. In most schools it is better taught to the lower than to the

upper classes. The "Scribbling Book" is an evil, and that continually. The pupil writes carefully three half-hours a week and scribbles ten or more hours. Good writing cannot be expected under such circumstances. The writing has improved very much during the past few years, and especially since the introduction of the new series of writing books.

Drawing.—I do not think that drawing as it is taught in most schools has any educational value.

Physiology and Temperance.—Pupils take a deep interest in physiology when taught orally, and very many teachers go over the work orally before they place a text book in the hands of the pupil.

Temperance also receives due attention. These subjects are taught quite as intelligently as any of the other subjects on the school curriculum.

Agriculture.—About ten per cent. of the schools take up this subject. Many of the teachers who take up this work are farmer's sons and consequently it is well and clearly taught.

As great as has been the progress of the world of art, science and literature during the past thirty years I am convinced that the improvement in the methods of elementary education has far outstripped everything else. The modern express train is not more in advance of the old stage with its six miles an hour than our present method of teaching junior pupils is in advance of the old "A-B-C lickin' and larnin'" system of thirty years ago.

School District of East Bruce.

W. S. Clendening, Esq., Inspector.

Reading.—Scarcely any teacher uses the alphabetical method solely; many combine the "look and say" and alphabetical methods and many the "look and say" and phonic methods. The character of the reading has considerably improved during the last 10 years, chiefly perhaps through literature being more extensively taught, and consequently the pupils understand better what they read. Primary reading is only fairly well taught. Several excellent specimens have been met with but also several instances where each word was said separately and even the words not well known. Many pupils read with beautiful expression and there is great improvement along this line, due, in part, to the use of our present text books for reading, but lack of expression is still perhaps the most common defect. Pupils in the rural districts read more out of school hours than those reading in towns and villages. Dictation as one method of teaching spelling is universally used. On the whole reading is pretty well taught.

Arithmetic.—We test all classes from the fifth down in rapidity and accuracy in the Simple Rules and are of opinion they are generally well taught. Many of the pupils state their work with commendable neatness and skill. The teachers use the blackboards freely both in explanation and in supplementing the questions of the text-book, and in some schools the pupils use them frequently. The Addition and Multiplication Tables are taught well and receive considerable attention. There is not much prominence given to the theory of arithmetic at present.

Geography.—This subject is taught by many very intelligently but some still adhere to a superabundance of memorizing and tabulated information. Map geography receives most attention and mathematical geography does not get a fair share. The schools are fairly well supplied with wall maps, but many of

them are very old, and trustees generally do not recognize the necessity of new ones to take their place. Teachers do not generally rely upon the text-book only. Canadian geography is well taught but that of the British Empire not extensively. Map drawing is quite common and often well done. In teaching geography, too much information is given to the pupils and not enough drawn from them.

Grammar.—Great improvement has been made in the method of teaching Grammar. It is not now so much a matter of memory, and conversation and composition are much utilized in teaching it. At present it is more a matter of practice than theory, and some of the time which used to be taken up with formal analysis is now occupied with the correction of prevalent errors in language. Written compositions are generally required from the senior pupils and some of them are creditable indeed.

History.—The text-book is universally used by the senior pupils, and the one at present authorized is considered a great improvement. Not so much attention is given to dates as formerly, but noted characters and reforms are made more prominent and patriotism is also developed. The amount of History hitherto required for Entrance examination was generally considered too extensive. Pupils are interested in this subject but generally depend upon the teacher to supplement the text-book as far as necessary.

Writing.—In many schools it is well taught but in the majority only fairly well done, but the general character of the penmanship is improving. Many pupils write in their copy-books with commendable care, but all their other written exercises without care, and others seem to imagine that quantity will result in quality. There is too much general practice and not enough attention to details, viz., directing attention to a particular mistake until mastered. Blackboards are not extensively used in teaching writing.

Physiology and Temperance and Agriculture.—Taught without a text-book only to the lower classes, the senior classes all using them. The pupils are much interested in the present text-book on Physiology and Temperance, and the teachers likewise, and it will be a great stimulus to the study of the subject, which is desirable as it is an important one. Agriculture is scarcely taught at all.

Premises.—Many school premises are all that can be desired, yet some are a disgrace, but a constant improvement is going on, and of late years quite an amount of money has been spent to increase the comfort of pupils and teacher. Local Boards of Health are doing a good work in connection with school premises. Lack of attention to proper ventilation is the greatest obstacle to the good sanitary condition of the school-house. Several Boards of Trustees are still opposed to paying a person to light the fires and do the sweeping, particularly the latter; and scrubbing is quite too seldom.

Trustees.—Trustees do not frequently visit the schools, but they generally treat the teachers with consideration except in paying them small salaries and disregarding the law requiring quarterly payments of the same. It is a subject of regret that so little interest is taken in the election of trustees. It would be an improvement if an arrangement was made for supplying each person elected as a trustee with a copy of the School Law; the Education Department furnishing them at cost for that purpose. A large number of trustees do their work very intelligently and spend much time in the discharge of their duties and reflect honor upon the position they hold.

Teachers.—The general moral character of our teachers is worthy of all praise and instances of intemperance are very rare. Cannot say they are increasing in culture because such a large number are very young and only of Third Class standing, but they are increasing in professional skill owing to the efficiency of our Model Schools and other agencies. There has been more improvement witnessed in the discipline of our schools than any other department of education. Generally there is a good feeling existing between the teacher and the pupils, and much of the freedom and many of the impulses of the home have been transplanted to the school-room. With very few exceptions teachers are zealous and faithful, but they often feel their hands somewhat tied so far as true education is concerned, and frequently cram contrary to their judgments because so much is expected from them at the different examinations. On the whole our teachers reflect much credit upon the profession.

School District of West Bruce.

A. Campbell, Esq., Inspector.

Reading.—Reading is fairly well taught in nearly all the schools in this inspectorate. The phonic method is pretty generally used in teaching the younger pupils, but in the majority of schools the system adopted is a combination of the phonic, and "look and say" methods. The blackboard is in constant use, and phrase reading is taught by script. The reading of the senior pupils is not characterized by that fluency, intelligence and expression, which are so desirable. The cause of this seems to be want of practice. On account of the great importance of this subject more practice is required both at home and in the class room. Some of the teachers are good readers, and the percentage of inferior readers is gradually becoming smaller. Spelling is taught in all the schools by means of dictation. Oral spelling is occasionally used for drill and for the sake of variety. There is a remarkable improvement in the teaching of literature during the last ten years, and the pupils are deriving great benefit from an intelligent study of this subject.

Arithmetic.—There is more attention given to drill in elementary rules than formerly, and though there is room for improvement, the result is greater speed and accuracy in operations. In teaching, the blackboards are freely used, and the problems given for solution are upon the whole very practical. Mental arithmetic is carefully taught, especially in the junior classes. The principal defect is a tendency to give problems that are beyond the mental grasp of some pupils, instead of proceeding gradually from the known to the unknown.

Grammar.—There is a gradual improvement in the mode of teaching this subject. Practice and a certain amount of instruction in writing compositions are given in nearly all the schools. The percentage of pupils who can write fair compositions is about 55. The principal defects that are noticeable in the teaching of grammar seem to arise from a want of clear and definite knowledge of the subject. Perhaps greater care should be exercised in examining the answers at the non-professional examinations, in order to secure a better knowledge of this important subject on the part of candidates for the teaching profession.

Geography.—In teaching geography there is more prominence given to general information in regard to the climate, soil and resources of a country, and the manners and customs of its inhabitants. Map drawing receives considerable attention in nearly all the schools. A thorough knowledge of the geography of

Canada and the British Empire is required in all the schools. Occasionally we meet teachers who endeavor to teach map geography too minutely. This is very much to be deprecated.

History.—In teaching history very little attention is given to dates, and an effort is made to study the character of the great men of British and Canadian History. The History of Canada receives special attention. On account of the scarcity of books in the homes of some of the pupils, there are no "side lights" on this subject. To give additional information some teachers resort to the questionable method of writing dry notes on the blackboard and asking the pupils to copy them and commit them to memory. The questions given in history at the entrance examination are in my opinion entirely too difficult. While giving suitable questions in British History, greater prominence should be given to Canadian History.

Writing and Drawing.—Writing and drawing are receiving more careful attention, and the results are satisfactory. Teachers are taking more pains than they did some years ago in teaching beginners. It is much to be regretted that in a great many cases, as pupils grow older, they become more careless, so that by the time they leave the High School, their writing is scarcely legible. Perhaps they think it is a mark of genius.

Temperance and Physiology.—Temperance is taught in all the schools, with perhaps one or two exceptions. No doubt a great deal of good has been accomplished by means of lessons in temperance faithfully and skilfully taught. The subject could be made much more interesting to pupils if taught by conversation and not so much by the text-book, avoiding all useless detail, and technical terms as much as possible. The nature of the questions given from time to time at the entrance examination has been to a certain extent responsible for any defect in the teaching of this subject.

School Premises.—School buildings are gradually improving. Some of them are excellent, and in almost every case trustees are willing to do anything that is reasonable in order to keep the premises in good repair and in a sanitary condition. The Local Boards of Health in a great many cases send an officer once a year to report on the condition of school premises.

Trustees.—I find that trustees are willing to do all they can to promote the interests of the schools. It is true that in some cases they do not visit the schools as often as they should, but they seem to take more pains to provide for the comforts of pupils and also to keep the premises in a neat and tidy condition.

Teachers.—It gives me great pleasure to report that the teachers, with scarcely an exception, are remarkably faithful and zealous in the discharge of their duties. There is a marked improvement in their general culture and also in their personal appearance. Although their remuneration is entirely too small, they endeavor to supply themselves with professional literature to enable them to keep abreast with the improvements of the age. They deserve the kindest consideration from parents, guardians and trustees.

Concluding Remarks.—It is very gratifying to be able to report that notwithstanding many obstacles, the schools are making satisfactory progress. Indeed it must be highly gratifying to every lover of his country to note the wonderful progress that has been made all along the line from the kindergarten to the university. One of the greatest obstacles to greater progress in the rural schools is irregular attendance. Some of this irregularity is at present unavoidable, but no doubt an improvement might be effected by a strict enforcement of the Truancy Act. Another serious obstacle to our advancement is the constant

change of teachers caused principally by low salaries. I do not know that this can be remedied in the present state of of the country, unless the Government, in its wisdom and benevolence, can see its way towards making a large increase in the Legislative grant to Public Schools.

School District of East Middlesex.

John Dearness, Esq., Inspector.

Reading.—Within five years after the establishment of county Model Schools the schools of this division had passed, almost without exception, into the hands of teachers who had enjoyed some professional training at either the county or provincial institutions. The average efficiency of the teaching of primary reading was greatly increased; it was doubled. No marked general change for better or worse has taken place since that time. A test of efficiency in the teaching of primary reading is the power the pupil gains in a given time to discover the thought in sentences new to him and to express them properly in the words of the written or printed page. Judged by this test chiefly, the proficiency of the average teacher is not much over fifty per cent. of that of the best six teachers I know. Were the Normal and Model Schools to be judged by the practice of their fresh graduates, my experience would lead to the conclusion that primary reading is less efficiently taught in these institutions than most other subjects. Our present primer—part I. of the first book—is far behind the matter and methods employed by our most successful teachers. I look forward to the introduction of a good primer as the cause of the next well-marked general improvement in primary reading.

The phonic method is in general use. In the last two or three years I have had only one teacher who did not use it; strange to say, he had passed through both Model and Normal Schools. So far as I know, all the teachers begin with the "look and say" method; the best teachers use the words so learned to train the child to learn inductively the phonic powers of the letters. The "cat, rat, hat" lessons of the primer and the letter-naming exercises are particularly unsuitable in their respective places for doing the best work.

The chief defect is accepting mere word reading for thought reading. The habit is formed in the primary class. It is difficult to prevent it when pupils repeatedly iterate the same sentences, often of little interest at the first reading and of absolutely none the third or fourth, not to speak of the tenth or twentieth. The most successful teachers do not permit the iteration of the same arrangement of words until the children say them by rote.

In about half of the schools reading is taught the primary classes four times a day. The advanced classes receive four or five reading lessons per week. As to reading in other than schoolbooks, questions asked at different times lead me to believe that the majority of pupils read the whole or part of the books obtained from the Sunday School libraries, but not much else.

Spelling is taught mostly by dictation from the reading books. Some teachers commendably make careful use of the daily composition lessons for the teaching of spelling. The time given to it is, in my opinion, out of all proportion to its practical value. There is less mental training, intellectual discipline, from the learning of spelling than from the study of any other subject on the programme, and yet in some schools it occupies more of the pupils' time than any other. I have never seen a legible letter so badly spelled as to cause loss of time in its reading or doubt as to its meaning, but who has not, time and again, been

perplexed by the illegibility of some of his correspondents' handwriting, of words faultlessly spelled? Unreasoning fashion tolerates illegible scrawling, but frowns upon or laughs at phonic spelling.

Arithmetic.—This subject is successfully taught. Addition is introduced by a variety of "number" exercises, more or less ingenious and interesting, and rapidity is acquired by daily drill, drill. There seems to be no royal road to "reading the endings" of the addition columns. Nearly all the pupils attain the standard prescribed in the limit tables of the first class, parts I. and II., adding or subtracting twenty figures in one minute. Many in the first class attain three times that speed for short columns.

Pupils who thoroughly master addition do not seem to experience much difficulty in the other mechanical rules, and generally progress rapidly in multiplication and division.

Reduction is taught with more varying success. To hear a teacher refer to the relation and direction of the "steps in the table" is not of infrequent occurrence. Others, I wish I could say the majority, try to get the pupils to conceive the relation of the concrete units without mention of "going up" or "going down." I think the grouping of problems in the text book under the headings, "reduction ascending" and "reduction descending," unfortunate.

Mensurational arithmetic, vulgar fractions and interest are usually very well taught.

Of late years teachers are much more particular about the way in which pupils state the steps in arithmetical operations. For example, in writing the solution of such a problem as "Find the cost of 14 pounds at 6 cents per pound," most teachers now mark it wrong if the pupils multiply 14 by 6, instead of 6 cents by 14.

Geography.—The geography usually learned from wall maps, blackboard maps and text book is taught fairly well. Not much teaching is done yet on the lines laid down in the works of King, Parker and Frye. Last year only three or four teachers used blackboards.

Grammar and Composition.—In the majority of the schools composition is a daily lesson in the first and second classes, and two or three lessons per week are given in the higher classes. In the best teaching of composition so much labor is involved in the checking of errors, correction, and re-writing by pupils and revision by the teachers, that not all of the latter have the time, strength, or will to do the necessary work in this subject out of school hours, and except in small schools it cannot be all done during these hours.

History.—History has been to most teachers and pupils the most burdensome subject on the programme. I have frequently given as a theme for composition, "your favorite study." Arithmetic, spelling, in short, every other subject than history, had its lovers, but in school, or after school not one declared an affection for history. There has been too much matter prescribed for the time, the text has been—for children of from twelve to fourteen years of age—overloaded with constitutional history in which only the few teachers seem to secure the interest of the pupil; it has lacked that personal interest possessed by the old Pennock's Goldsmith which caused us to steal time from other studies to read it.

Drawing.—The copying of drawings is generally well taught. As a rule, pupils who would average sixty per cent. on drawing from a drawing of a lamp, for example, would not average over thirty per cent. on drawing from the object itself. A prevalent fault is too slavish adherence to the copies in the books.

Physiology and Agriculture.—The new text book on physiology seems to be popular; that and the regulation making the subject obligatory at the High School entrance examination have thrown spirit and zeal into the teaching of the subject The best treatment of a natural science makes the objects the teachers, and the men and women instructors the stimulators and directors of the students' attention. In much of the work in physiology it will obviously be difficult to rise above rote instruction

The annual reports show that agriculture is taught in twelve per cent. of the schools.

School Premises.—Fences, outhouses, and grounds, are kept in better repair than they were eight or ten years ago, and much better than they were fifteen or twenty years ago. The most serious general defect in our schoolhouses is lack of ventilation. In the old log schoolhouse with its chinks and cracks, the means of changing the air in the schoolroom took care of itself, but in the new nearly air-tight buildings ventilation becomes an important problem. The ignorance or indifference of many people, otherwise well informed and well intentioned, respecting the importance of ventilation is astonishing. Last year a new brick schoolhouse was built in a section adjoining the city. The only provision for ventilation were two or three rosettes in the ceiling. A regulation ought to be enforced requiring provision for adequate ventilation in the specifications of all new schoolhouses.

Trustees.—The trustees as a class take as much interest as they can be expected to do in their unremunerated and often thankless duties. At the annual elections a good many of them continue to take the old declaration of office. I sympathize with the desire I have several times heard expressed, to see that declaration restored to the School Act.

Teachers.—It is not difficult to compare the average teacher with that of twelve, fifteen, or twenty years ago. Speaking, of course, for East Middlesex, the average efficiency rapidly improved after the establishment of county Model Schools until third-class certificates were made provincial. Then the examining boards seemed to cease winnowing, and the poorest teachers among the beginners get schools as easily as the best. The High Schools, too, have directed their energies to turning out large numbers of cadets for the Model Schools, the new graduates of which teach for low salaries to begin with, and are in turn dispossessed by the competition of succeeding Model School classes.

In 1875	the average salary paid male teachers was	-	-	$404
" 1885	" " "	-	-	454
" 1893	" " "	-	-	380

so while average efficiency has risen in the scale, salaries have gone down. There are now fewer than there were—I may say no absolutely worthless teachers, but there are fewer exceptionally strong men and women. The average experience is shorter. The proportion of young female teachers is greater. At the meetings of the Association it is now more difficult to get spirited and profitable discussions. In the early eighties we could sustain the interest of a two-days' meeting with an almost impromptu programme, so many men were willing to debate any reasonable topic proposed.

But the teachers are earnest, zealous, and have the ambition of youth to succeed. Three-fourths of their number maintain as good order as can be desired, and that with but little recourse to force. Graded as to character—men and women—they would rank first-class in the community.

School District of West Middlesex.

H. D. Johnson, Esq., Inspector.

Reading.—Primary reading is well taught in nearly all the schools in this inspectorate,, indeed I feel I might say in all of them, as both teachers and pupils are particularly interested in the subject. The phonic method is very generally used to a greater or less extent. A few of the teachers still adhere to the "look and say" method, but these combine it with the phonic method at a very early stage of the pupil's progress. All the teachers use script and teach from the blackboard till the pupils are able to read simple sentences readily. Oral composition is taught at the same time as the reading, so that the pupils are taught to read their own sentences. None of the teachers uses the alphabetical method. The reading has improved very much in all the classes during recent years. The chief defects that I have observed in teaching reading were requiring the pupils to read the lessons before they knew the words and comprehended the meaning of the piece. I endeavored to remedy this by impressing on the teachers the importance of the pupils (1) being able to pronounce all the words in the lesson, (2) knowing their meaning by getting them to form sentences containing these words, (3) clearly comprehending the thought contained in the sentence before attempting to express it. Very frequently several lessons are given on the meaning of the piece before the pupils are required to read it orally, The teachers as a rule are very good readers. The pupils understand what they read as every reading lesson is used as a literature lesson, and also frequently for written exercises in composition. Most of the older pupils are given to home reading, as I find at the time of my inspection that they are familiar with the ordinary current events as given by the weekly newspapers. Some teachers hold "newspaper" talks with their pupils on Friday mornings. Dictation is used for spelling in all the schools and is thoroughly taught.

Arithmetic.—The simple rules of arithmetic are well taught. A great deal of attention is given to accuracy and speed in all the simple rules. The pupils are taught to put down their work neatly and in all the schools both teachers and pupils make free use of the blackboard.

Geography.—The teachers give special prominence to local geography in the primary classes, such as our municipal system, map of the county and its townships, productions of each township, its timber, articles manufactured in each village or town in the county, what farmers sell, what they buy, what the railroads bring into the county, what they carry out, domestic animals raised in the county, birds, fishes, etc., etc., peculiar to the county. In the higher classes a good deal of attention is given to the commercial highways and commercial centres of the world, especially those of the British Empire and its colonies, why these highways are used, and why certain cities become great centres of commerce. Special attention is given to the geography of Canada, its provinces, their productions, imports and exports of each, the markets for these exports, where the imports come from, manufactures of each province, etc. Geography is generally made an information lesson. The schools are well supplied with wall maps, but teachers prefer to draw their own maps on the blackboard for each lesson. Several of the schools are furnished with plain. black wooden globes. These are used by the teachers much as a blackboard is, when he requires a globe to illustrate his teaching. The teachers are independent of the text book. The geography of Canada and the British Empire are well taught.

Grammar.—Grammar is taught incidentally from the reading lessons, and from mistakes in conversation and answers of the pupils; the text book is used as a guide in the third and fourth classes. It is taught inductively, and the pupils are required to discover the definitions and rules, etc., for themselves and frame their own rules and definitions. Composition is taught in all the schools, and compositions are written regularly by the pupils. Fully eighty per cent., and in some schools nearly all the pupils in the second, third, and fourth classes, write fair compositions.

History.—The text book is not used by the teacher when teaching this subject to the class, usually an outline of each lesson is put on the blackboard as the teacher takes up each point, and the pupils are then questioned on what the teacher has taught, and then they are required to read the text book on what has been taught, afterwards some of the leading points of each section of the history is made the subject of a composition which the pupils are required to write; the composition often takes the form of a letter. There is no attention given to dates The history of Canada is fairly well taught, much attention is given to "civics," and our relation to the British Empire. The pupils do not read many "side-lights" in history, as the course for entrance into the High Schools requires about all the time at their disposal for this subject. Considerable matter outside of that contained in the text book is usually given to the pupils by the teachers. Many of the lessons are made incentives to patriotism.

Writing.—Writing is well taught in most of the schools, free use being made of the blackboard. It has improved very much during recent years.

Drawing.—The drawing is fairly well taught, the majority of the teachers are able to give very fair lessons in this subject, they realize that the same principles that govern all teaching, govern the teaching of drawing also. The text books for the second and third classes contain too much work to be done properly and leave sufficient time for supplementary work by the teacher.

Physiology and Temperance.—Pupils are generally interested in the study of this subject. It is taught entirely by conversations to all the pupils below the IV. form, the pupils in this class use the text book. I do not think that teachers overload their pupils with too many details on this subject. Considerable importance is attached to the laws of health.

Agriculture.—Agriculture is taught in twenty per cent. of the schools; four hundred and ninety pupils studied it during the year 1893. The practical value of the subject is usually kept before the pupils, but so long as it continues to be an optional subject it will be difficult to persuade pupils to study it. I have made every reasonable effort to popularize the study of agriculture in the rural schools, but so far the results have not been very encouraging.

School Premises.—The premises are kept in good repair in most cases by trustees, the school yards are large enough and planted with shade trees, the fences, outhouses, and grounds, are generally in good order, nearly all the closets are screened, considerable attention is given to keeping them properly disinfected, dry earth, wood ashes, slacked lime, sulphate of iron being used for this purpose. The sweeping and dusting are generally hired and done after four, and the school-rooms properly warmed before nine. Most of the school buildings are in good sanitary condition, the ventilation is defective in a few of them. They are improving from year to year. In some instances the local Boards of Health visit the school premises, but I am not aware that they visit the school-rooms.

Trustees.—I cannot say that trustees evince a greater interest in the schools than formerly, they watch the progress of the pupils very closely as shown by

the various examinations, and pay considerable attention to the inspector's reports, and generally act on his suggestions, and as a rule show a commendable willingness to do everything to make the pupils comfortable, but they do not visit the schools very often. Trustees almost invariably treat teachers who do their work faithfully and efficiently with very great respect and consideration.

Teachers.—Teachers with very few exceptions prepare their work thoroughly before entering on their daily duties, they are zealous, painstaking and anxious to excel, maintain excellent order among the pupils, pay great attention to their moral welfare, and aim at developing a spirit of self-respect and a love for everything that is good among them. They endeavor to impress upon their pupils the necessity of having proper regard and respect for the feelings and rights of others, and building up a sterling character by the formation of proper habits in all they say and do. More importance is attached to the mental training and discipline received by the pupils when acquiring knowledge than to the knowledge itself, the aim being to educate rather than instruct.

Fifth Form Work.—Fifth form work was done in fifty-three schools during the year 1893. The facilities for attending the High School centres are so favorable in this county that a large proportion of the successful "entrants" in the inspectorate are able to walk to them or reach them either by conveyance or rail and board at home. Many pupils remain at the Public Schools for a year after having passed the entrance examination and take up a part of the primary subjects such as algebra, euclid, book-keeping, and continue the further study of the entrance course in the other subjects.

County of Elgin.

W. Atkin, Esq., Inspector.

Reading.—The general method adopted in teaching primary reading in Elgin County is as follows: At first a few word forms, representing familiar spoken words, are taught as wholes. These word forms are used in expressing simple thoughts within the children's experience. These exercises are continued until the children can at a glance take in phrases or short sentences and say what is expressed. Concurrently with these exercises, "oral phonics" have been receiving attention. Normally phonic words familiar to the pupils as spoken words are slowly pronounced—separated into their elementary sounds. When pupils can readily recognize such words and separate words into elementary sounds themselves, the sounds which have become familiar to the pupils are associated with the signs representing them.

Teachers who have been in the county a year or more do this work well.

Occasionally a new teacher uses the "look and say" method, but always discontinues it by the end of the first six months.

The alphabetic method is not used, though of course pupils learn the alphabet. Great improvement has been made in teaching primary reading. The whole county has been changed from the "look and say" to the phonic method.

The chief defect in advanced reading is the lack of power of *expression.*

The pupils recognize words quickly, pronouncing them fluently, but lack the emotional expression.

Before attempting to read aloud the pupils are required to express the meaning of the lesson in their own language.

Most of the teachers are average readers; a few are good, but some are poor readers.

Each of the first classes reads three or four times a day, second classes twice a day, third classes once, and fourth and fifth classes generally every other day.

In a few sections pupils do considerable home reading.

Dictation is one of the means of testing in spelling—writing original compositions, reproducing stories, and writing poetry from memory are also used for spelling purposes.

Arithmetic.—The simple rules receive more attention than any other part of this subject. On occasions of inspectoral visits pupils are tested in speed and accuracy in manipulation of numbers.

Solutions are required to be expressed logically and neatly, in good English. Teachers and pupils use the blackboard freely both for solutions and for diagrams, interpreting the meanings of problems and solutions.

Geography.—Teachers give attention to political, physical and commercial geography.

This subject is taught as an information lesson, serving to train the memory and judgment.

Schools, generally, are well supplied with wall maps, though geography is usually taught by map-drawing on the blackboard.

Teachers use the text-books for reference.

The geography of Canada and the British Empire receive more attention than any other part of the world.

Grammar.—This subject is not left to be taught incidentally from reading lessons or from mistakes of pupils. Formal lessons in grammar are taught not so much from the text-book as from the living language.

It would take too much space to outline our method. We begin with the simple sentence and its two parts, treating the subject analytically.

All pupils write "compositions." Common defects are, that teachers are not thorough; do not teach concretely; tell pupils what conclusions to arrive at, instead of leading them; and failure to keep separate in pupils' minds language and things represented.

The teaching of grammar is not too formal, but it is too much a matter of memory.

History.—Many teachers seem to find it necessary to use the text-book in teaching this subject. Of course a large number do not. As a rule pupils are not interested in history. Not much attention is given to dates. Only those marking important events receive special attention.

Lives of great men and women receive special notice. Their influence on public questions, in forming public opinion, etc., is pointed out.

Canadian History is not so well taught as British. Canada's relation to the Empire receives special attention.

In only a few schools do pupils read "side lights" on this subject.

The chief defect is the power to create a vivid imaginative interest. Not enough is done in the direction of leading pupils to know the present conditions of people and institutions in our own country with which to compare those remote in time and space.

Writing and Drawing.—Writing has made some improvement, but not as much as desirable. A style of writing is used that will be discarded when pupils leave school.

The blackboard is used somewhat in teaching writing, but not sufficiently.

If Head Line copy-books were abolished and writing taught entirely from the blackboard we should have better results. Pupils should have a conception of the form of the letter, so that they would not depend on the copy. They should so remember the correct form that they could criticise their own work. I should like to see such a simple system as the "vertical" tried.

In drawing too much stress is laid on the copying of figures in the drawing-books. I think the time has come for more "object drawing." Candidates at examinations present almost faultless drawing-books, but on the drawing paper their work is very poor. They have not acquired power to represent by a drawing an object in sight or from memory.

Physiology and Temperance.—Pupils are very much interested in this subject since the new book has been in their hands.

Teachers use the text-book somewhat, but the teaching is largely by conversations on lessons assigned in the book. Teachers do not give pupils more details than are contained in the text, but they do not lose sight of the fact that there will be an examination on this subject.

Agriculture.—There is very little formal teaching of this subject. From reading lessons and geography some incidental work is done.

School Premises.—With two or three exceptions the school-houses are in good repair. The fences and buildings and grounds generally are in good order. The school-houses are in as good sanitary condition as can be expected. Scientific methods of ventilation are not attempted to be applied to old buildings, but all new houses are properly ventilated.

Houses are improving from year to year, as new ones are built or old ones well renewed.

Local Boards of Health in most of the municipalities visit the school premises.

Trustees.—There is no marked change in the attitude of trustees to schools. In the aggregate more interest is shown. All are ready to provide essentials for pupils' comfort. Trustee Boards in some localities appoint from among themselves monthly visitors. As a rule they treat teachers considerately.

Teachers.—The fact that a larger number of teachers than formerly, obtain Junior or Senior Leaving standing, before attending the model school would seem to be evidence that they bring more culture to the profession. It should indicate, also that they have secured greater professional skill, for they are better qualified to acquire and appreciate it.

The teacher has kept abreast of the times in personal neatness.

In general they are zealous and thoughtful in their work. There is less of hearing lessons and more teaching.

A very perceptible change has taken place in discipline. There is less requiring of blind obedience, and more appealing to affection and reason.

Teachers more than ever before realize the importance of developing good characters.

The citizens generally recognize the importance and usefulness of the office of the teacher.

My impression is that, teachers are developing as educators.

School District of East Kent.

W. H. G. Colles, Esq., Inspector.

In passing through East Kent, one may observe that the schoolhouse in each section is respectable in appearance, well kept and neat. In most sections the schoolhouse is a substantial brick structure and some of the later ones are rivals of the best rural schools anywhere.

The provisions for ventilation are not equal to the intelligence of the people on that subject to-day. It is difficult to properly ventilate a building that was not constructed so as to admit of this, yet the teachers are now fairly well aware of the value of pure air, and they generally give more attention to this matter than formerly, and make shift as best they can. The school grounds are in every case substantially fenced, and most of them are planted with trees. Arbor Day has done much for our school premises, and many a bed of flowers and well chosen picture on the walls within owe their presence to the efforts made on the "first Friday in May." There is still room for improvement in the surroundings of the schools, and it is a matter worthy of our attention, since the the influences tend from the school to the homes of the children.

The janitor work is, in most cases, fairly well done but the general tendency in this matter is carelessness, and simply a compliance with the law, where it cannot be avoided. Much depends upon the teacher, and proper instruction and advice in that quarter has a beneficial effect.

The trustees do not generally evince a personal interest in the school, nor do they often visit the schools unless specially requested to do so. Members of rural school boards are more frequently chosen because of their interest in keeping down the rate of taxation, than because of their interest in keeping up the efficiency of the school. I am still convinced that the election of two trustees annually instead of one, thus making a board of six trustees, would result in much good, and would be open to no objection. Three of these six should be persons sending children to the school for which they were elected trustees, in each case.

The sanitary condition of the school buildings is generally good, except as to ventilation. The schools are well supplied with good water, and are visited periodically by Local Boards of Health.

Teachers.—With the higher literary qualifications of the present day and with the social advantages of the community, teachers are found to have broader ideas and more social culture than formerly. The training in Model School and in Normal School, and the attendance at Teachers' Institutes have produced much professional spirit amongst us. Teachers are not only more proud of their profession but they also show more ambition to do their work in a professional manner. There is an evident consciousness of the higher ideals, and a setting of our faces in that direction, at least. Our teachers are earnest, thoughtful and faithful, and are influencing the pupils to higher aims and greater effort.

School discipline with us rests almost entirely on the basis of doing right because it is right. Corporal punishment is almost unknown.

Character building is read about in our professional training, but I am convinced that unless the teacher's heart is religiously influenced, so that he or she is hungering to lead aright every soul within reach, the matter of character building does not become the subject of much concern. There is no "examina-

tion" in this subject. Our teachers are, as a class, good examples of morality and Christian living, and I think any character building that is done by them is either the result of their silent example or is directly done for the children's sake, because the teacher's own character has been built and not because "it is so written in the bond."

Very few remain in the profession even until middle age; the great number who now pass the examinations tends to reduce salaries below the amount that will compensate one for continuing in the ranks.

Teaching.—Our system of teaching has undergone, during the last two decades an entire change. We are professedly and at least experimentally attempting those better and more scientific methods which are the ideals of psychologists. In rooting out the methods (?) of thirty years ago there was danger of being without any methods. I am convinced that we have passed through a somewhat chaotic period, and we are now taking hold of the better methods with some little confidence and firmness of grasp. The greatest need among our teachers seems to be maturity of mind, and until the teacher's certificate is hung out of the reach of the school boy and school girl of 18, grown people with abilities to wield, and perhaps with families to support, will not remain in the profession for boys' and girls' pay, merely for the love of it. But after making allowance for their youthfulness, our teachers acquit themselves very creditably indeed.

The subjects which more properly belong to elementary schools—*Reading, Writing,* and *Spelling* are perhaps the worst taught. These subjects have very little value attached in our teachers' examinations and hence little attention is given to them. Our teachers therefore are poor readers; very indifferent writers (scribblers) and not always correct spellers, and these subjects, as an inevitable result, are not as well taught as they would otherwise be. It is a hard and unfortunate fact that those very subjects which are within the reach of the mass of people, and most useful to them, are given the least value or no value in the teachers' qualification, and are consequently ill-learned and imperfectly taught afterwards.

Our Model Schools have done much to improve the teaching of Reading. It is better taught than ever before, but not nearly as well as it might be.

The phonic system is seldom attempted, and those who continue its use are the exceptions. The "look and say" method is almost entirely used, as being easier to get along with and less liable to cause prejudice against the teacher.

Arithmetic is fairly well taught, though there is still room for much improvement. The more advanced work in this subject is now very generally removed to the High Schools, where pupils have many advantages that the public schools cannot give. Too little attention is given to methods, in teaching this subject, and hence our young teachers are not qualified to do much more than obtain answers. The work however is more neatly expressed than formerly. The "unitary method" has tended to bring about a more systematic form of solutions than formerly. I do not think that grammar is, on the whole, as well taught as in former years. While there is an idea of appealing more to the intelligence and depending less on the memory, there is too much go-as-you-please about our teaching, and memorizing is almost abolished—we have oscillated beyond the centre—we don't remember as much as we should.

History would be well taught if our teachers (III. class) knew the subject better. But in their examination this subject is grouped with geography and it is of third rate value. Hence the candidates "cram" enough to carry them through their examination and soon forget all about it. Model School students

dread to teach history—why? Because their knowledge of the subject is imperfect, and this follows them into the schools. The present paragraphed text book is an admirable "handrail" to help them up the steep, and really does much to rescue this subject from neglect.

Agriculture is not well taught—the teachers never learn it, except those who were brought up on farms.

Eighty per cent. of our teachers do not take their pupils through this option; where many cannot distinguish rye from oats, pease from clover or sandy loam from drain tiles—where young misses, graduates in French, attempt to instruct stout young farm lads in hog raising, the result is rather unsatisfactory and does not tend to establish confidence in the teacher's wisdom. If this subject is to be taught teachers must learn it under efficient instruction. I do not think the community are at all interested in it except in so far as they are called upon to pay for new text books.

Our schools are not dreaming. We are doing many things experimentally, and in most cases good results will follow. Our system is not a dead one, and in East Kent I think the teachers are fully alive to their responsibilities and to their opportunities, and for school equipments and general attainments I trust the schools are pretty well abreast of the times.

It is no sign of weakness that we see our defects, nor is our case hopeless who see what are our greatest needs.

School District of West Kent.

W. M. Nichols, Esq., Inspector.

Reading.—There is much variation in the effectiveness with which primary reading is taught. Too many of the teachers are deficient in their conception of what constitutes good reading. On the whole, however, I must admit primary reading is fairly well taught. Methods are divided between the phonic and the "look and say," both being used by many teachers.

In the advanced classes home reading is much less common than I wish it to be. Especial appeals have been made by me for more home reading aloud. Spelling is taught mostly by dictation, with written and oral review of errors.

Arithmetic.—On the whole this is, perhaps, better taught than any other subject. Teachers use the blackboard freely. The pupils do less blackboard work than I wish. A plentiful supply of blackboard space is coming, but coming too slowly. Teachers vary in their degrees of fondness for neatness and the pupils vary with the teachers. Neatness always follows example and persistent demand.

Geography.—In no other subject does the general excellence of the teaching vary more than in this. The schools are usually well supplied with wall maps and with globes. Teachers mostly all prepare the lesson themselves, and teach independently of the text book. On the whole, British and Canadian geography are fairly well taught, information being decidedly more the object, than merely memorizing unappreciated matter.

Grammar is taught well usually. Frequent exercises in composition is now the prevailing custom. Nevertheless I must admit that on the whole the progress here is less rapid than it should be, and less rapid than it certainly would be if pupils generally breathed a more profitable home atmosphere. Growth here is like that of the oak, however, and must be measured by long periods. These

remarks apply to more than one subject, for general intelligence aids in each and every subject and part of the pupil's school career. If then the home is all right, the pupils progress proportionately.

History, like geography, is a variable quantity as to skill and excellence in the modes of teaching it. On the whole the results are as satisfactory as the capacity of immatured minds leads us to expect. I have a settled conviction that the chief value of the history taught in our public schools at least lies in the fact that the pupils receive a bent, and in after life they will read history, while, if it had not been taught at school, they would be much more likely to leave it always unread. Teachers, however, do not find time to do much more than secure that the pupils know something of the facts of history. With this most teachers are obliged to content themselves, for they feel the pressure of the coming examination, and that the amount of work to be done and the time for it are sadly disproportionate.

Writing and Drawing.—As to the former, the universal practice of teaching spelling by dictation together with the great amount of writing to be done by the pupil—and nearly always to be quickly done, has a bad effect. The result is that no matter how well and carefully writing lessons are given—and they are often given well—most pupils write a scrawl. I think the flourishing state and the great number of commercial colleges owe their rise and their prosperity to the general deterioration of the modern schoolboy's handwriting as developed now, compared with what it was when the writing he did in school was almost exclusively for the sole purpose of acquiring a "good hand write." However, I am convinced that this loss is fully balanced by other resulting advantages.

Drawing.—This subject is growing in popularity. It is reasonably well dealt with by most teachers.

Physiology and Temperance are subjects that have evidently come to stay. Both teachers and pupils are usually interested. The result is that most teachers do good work here. However, the subject has been treated rather as a good one for oral instruction then as one for examination purposes.

Agriculture is seldom taught. Trustees have not usually required it, and it is therefore often looked upon as something for which room in the time table is not to be found.

School Premises and their care have steadily improved.

Trustees are much as usual. They usually do not wish for a "second term." The result may be imagined. Too many are found not so much influenced by a burning desire for a good school as they are for a low rate. It would, nevertheless, be a gross injustice not to state that there are "a good few" whose efforts are noble, their influence beneficent, and their labors bearing precious fruit.

Teachers.—I do not think it necessary to do more than point to the fact that the average length of experience has pretty steadily decreased, to bring us to the conclusion that as a life work teaching is unpopular. If this be so can we expect satisfactory consequences? In spite of low wages and prevailing discontent among teachers, it is little less than marvellous that so many are found working to the top of their bent. The explanation lies in the fact that, here, as in other occupations, virtue is its own reward. The teacher finding a responsive pupil finds his sympathies drawn out towards him. Thus with the improved methods of work which unquestionably produce better results, this natural law has saved the pupils from loss, while the teacher has little else to console him for his time and labor.

The discipline is good for the pupil, but it is accompanied by a greater strain upon the nervous energies of the teacher than was the harsh rule of stern repression in former times. On the whole the teachers enjoy the respect and esteem of the people, because it is felt that the teacher nowadays is better prepared for his work.

School District No. 1 Lambton.

C. A. Barnes, Esq., Inspector.

Reading.—Primary reading is well taught in about fifty per cent. of the schools, and in many of the others teachers do fairly well, but in a small number the teaching is bad. The "phonic," combined with the "look and say," is the method usually adopted, whilst the alphabetic method is entirely discarded. I do not think the reading of our Public Schools is improving, except, in so far as pupils are more advanced in the school course at an earlier age than formerly; the style, tone, emphasis, etc., the lack of correct enunciation, all these points do not receive that attention which their importance demands. The teachers are not altogether to blame for this condition of things. The irregular attendance of many of the pupils is a serious hindrance in the teaching of reading; pupils get on slowly and soon become discouraged with school and school work. They do not always understand what they read, this could be remedied, to some extent, at least, by having a small library of supplementary reading, and by a judicious use of these books a greater interest and love of reading and a more thorough acquaintance with the thought of the author would be instilled into the minds of pupils. Teachers, as a rule, are fair readers, but not an improvement on those of the past. I think this is largely to be accounted for by the fact that reading is not taught in our High Schools and Collegiate Institutes as much as it should be, and many of our teachers have to depend upon the training received in Public Schools before entering the High School.

The average number of lessons is about as follows:

First and second part, three lessons daily.

Second, two lessons daily.

Third and fourth, one daily.

Dictation is largely used in spelling exercises, but I find if pupils are asked to write a composition or answers to questions in history or geography, etc., that the spelling is not nearly so good as when a special lesson in dictation is given them, or, that is to say, when left to themselves a great deal of carelessness is shown and the writing and the spelling are not what they should be.

Arithmetic.—In many schools the simple rules are well taught, but some teachers grow weary in well doing and neglect giving that thorough drill in addition, subtraction, etc., that is so essential to secure speed and accuracy. There appears to be a desire among some to get on to problems and thence promotion to a higher class where the simple rules are regarded as a thing of the past. The multiplication table is well taught. The work in many cases is put down in a crude and slovenly manner, this is largely due to the fact that so many subjects are upon the programme, and so much work must be gone over in the term; parents are desirous that their children should be promoted. All these things crowd upon the teacher, and he is loath to take the time necessary to secure neatness, and hence boys and girls soon acquire slovenly and careless habits, which cling to them long after school life is over. Blackboards are much used by teachers for both class exercises and desk work.

Geography.—Schools are fairly well supplied with maps and globes, but teachers do not make use of the globe as much as they should. Geography is taught more as a memory subject than an information lesson. There is not enough taught relative to exports, imports, trade, commerce, government, etc. An improvement is being made in the teaching of the geography of Canada and the British Empire.

Grammar.—In teaching this subject the technicalities are introduced too soon. I think it would be better if no formal grammar were studied until pupils reach the fourth class, or, that is to say, language and composition should be regularly and systematically taught to pupils of all classes, and in the fourth class formal grammar should be added; and thus by constant practice in correct use of language correct class answers in various subjects, and by written compositions much more will be accomplished than by an earlier introduction of grammar and the exclusion (or nearly so) of language and composition.

The percentage of pupils who can write good compositions is not large. The time required for the correction of these exercises militates largely against their constant and regular use as a school exercise.

History.—This subject is not well taught in many of the schools; there is too much ground to cover in the time teachers are preparing pupils for examination and hence a system of cram is used, and so long as all British and Canadian history is required from boys and girls 13 or 14 years of age for admission to our High Schools, or to the fifth form of our Public Schools, so long will the cramming process continue. The change recently made by the Department was, in my judgment, a step in the right direction, and I am sorry it has been necessary to return to the old order of things. The text book is used, and in many schools notes are given by the teacher, which are memorized by the pupils. The object is not history, but preparation for the examination.

Writing and Drawing.—Drawing is not taught from dictation and blackboard so much as it should be. I am disposed to think this should be an optional subject in our Public Schools. Many have no natural aptitude or taste for drawing and hence much of the time spent in copying book exercises is wasted.

Writing is well taught by some teachers whilst some others fail to teach it well in primary classes, and hence it is coarse, and crude in the classes more advanced.

Many of the teachers are not good writers, the reason being they have not been well taught before entering the teaching profession.

Physiology and Temperance are taught from the new text book. The interest has increased since its introduction. Teachers give them such details as in their judgment may be required for the examination. The benefits to be derived from a temperance point of view will not be so great (because a boy can answer a fair percentage of the questions asked), as would be obtained from the reading of temperance literature in the schools, familiar conversation with the pupils on the injurious effects of alcohol, hence I fear that the placing of this on the programme as a compulsory subject of examination, will not result as favorably for the inculcating of temperance principles as the most ardent temperance advocates may desire.

Agriculture is taught in very few of the schools and with the present overloaded programme I think it should remain as an optional subject.

School Premises are improving from year to year. In many sections shade and ornamental trees have been planted, but the outbuildings and the proper ventilation of the schoolrooms have not received the attention their importance demands.

Local Boards of Health do not, so far as I know, visit the schools. Trustees in towns and villages visit their schools occasionally but in our rural schools it is the exception rather than the rule of trustees to visit the schools. Many of them seem to think when they have engaged a teacher and made provision for the payment of salary their duties are completed. Some, however, I am glad to say are interested in all that pretains to the well being of the schools and manifest that interest by supplying necessary apparatus, seeing that the schools are kept in proper repair, frequently cleaned etc., and endeavor as far as possible to aid teachers in their work.

Teachers.—The culture and educational standing of teachers is not improving. It is true they pass the examinations, but when we remember that 65% of the teachers are of the lowest grade, and that a complete change occurs every 3 or 4 years, that hundreds of them make it a stepping stone to other walks in life, that the earnest painstaking teacher is driven from the profession because the salary is inadequate. All these things are against the professional skill, and the higher attainments of the teachers. It is true many of the teachers are good scholars, thorough in their work, and efficient educators but the larger number of them are not so thorough in scholarship, and do not possess that maturity of thought and judgment as did the teachers of ten, twelve or fourteen years ago.

In conclusion I would say if the number of subjects on the Public School programme could be reduced, and if the examination of teachers was confined to those subjects which they are required to teach and a more thorough acquaintance with these subjects required, than I believe our schools would be more efficient and would be supplied with a more competent class of teachers.

School District No. 2, Lambton.

John Brebner, Esq., Inspector.

Reading.—Primary reading is generally fairly taught. All use the word method till the child knows a sufficient number of words to form the basis of the phonic method which is almost universally used to some extent, though far to little, by a few teachers.

The only instance of the alphabetic method that I have seen for years was in an Indian school by a teacher who had never had any training.

Reading has greatly improved during the last ten years, the teachers from our county Model Schools having been well trained as to the value of the subject, and the best means to make it interesting. The old measured monotone is perhaps the worst characteristic of the reading now as it always has been and will be so long as the pointer is used to indicate each word to be named. The habit when formed can scarcely be got rid of. The best means to overcome the defect is to have the lesson so thoroughly studied that the child knows its full meaning; and if he cannot express what he knows while looking at the book have him do it with the book shut till he can, and then try with the book open.

Many teachers are not good readers. They do not study the lessons themselves especially those for the senior classes. In small schools I. classes usually get three or four lessons a day, many short ones being deemed better than a few long ones, II. classes get two and III. and IV. one reading lesson a day. If the school is large the little ones have a lesson in the forenoon and another in the afternoon, while the II. class is likely to have but one a day. A teacher with 50 pupils and a fifth class to teach cannot give more.

Except Sunday school literature I do not think much home reading is done.

Dictation is used in all the schools and generally spelling, except proper names, is fairly well done. In the lower classes when writing dictation a child often gets puzzled over the form of a letter and misspells a word he could spell orally.

Arithmetic.—The teaching of arithmetic depends greatly upon the teacher's like or dislike to the subject, I believe far too much time is devoted to this subject, not too much teaching but too much of the child's own time given to work, without guidance or the testing of his methods of work.

The books are used too much and the blackboard too little. Of course some teachers have so little black-board that they cannot use it so much as they would but others have plenty that they do not use.

The simple rules are fairly well taught and practice for speed and accuracy are often given. In multiplication the work is generally well done, though a very few teachers still depend upon note for the table.

Great improvement has been made in the writing out of the work but pupils are so much bound to one form of statement that it is almost impossible to get a solution on any other lines of operation.

Geography.—I think to little attention is given to map notation, the child sees the name for instance, of an island, but his imagination is not touched, he does not see land surrounded by water, the wild rocks or beautiful trees, the ripple of the waves on a pebbly shore or the dashing of the wild foaming water on the rugged coast. He should see in imagination all the features of the landscape, on the map. Instead he hears of lines and circles and is told that they are only imaginary. Cultivate the child's imagination in reference to what he has seen and then turn to what he has not seen, and never will see, and geography may be made the most interesting study in school. In many cases the lesson is one of information but frequently it is merely an attempt to commit the text, and in such cases the book is used by both teacher and pupil.

The maps needed are usually provided when asked for. Many teachers spend more time on the geography of the United States and far away countries than on that of Canada and the British Empire.

Grammar.—Grammar is taught fairly well by the great majority of the teachers, but some few of them make as many mistakes as their pupils. Composition is practised in some form in all the schools, a "letter" being my usual test for all classes. Fifty per cent. of the pupils in II. III. and IV. classes can write fairly good compositions on subjects they know: such as "How they spent or intend to spent their holidays." "A picnic," "A fire," or an accident of any kind." The seniors can do very well on a question of morals or conduct. The defects are too much book and too little thought, too much theory and too little correct practice.

History.—The text books are little used now, but notes are given, and they constitute a worse cram than the books. I can always get a class interested in

the subject, but there is very little enthusiasm shown by either teachers or pupils. Dates are not considered so important as formerly. Very little is said of the characters of the men and women of British history, but much of their doings; little or nothing of their motives, but much of the results flowing from them.

As to patriotism, the title of our text book does nothing to encourage it. The average child can be got to feel that he is "British," be he Canadian, Irish, Australian, South African or Indian, but how many of them have any interest in being called English when they have not a drop of English blood in their veins, and some of them may have feelings the very opposite of patriotic roused by the name.

If the people are to be true to the great Empire they must be true to their own part of it, yet many of our teachers are looking forward to the time when they shall achieve success in another country.

History is not well taught. The majority of our teachers are themselves just from schools where the relations of Canada to the Empire are not taught. How, then, can they be qualified to teach that part of history to others? The pupils have no "side-lights" to read, and it is doubtful if they would read them if they had. The defects in the teaching of history are produced by lack of information, lack of enthusiasm and want of time. Our teachers have too many subjects to teach, too much to do.

Physiology and Temperance.—Being taught from a new book, there is considerable earnestness on the part of pupils and teachers. So far as I can judge, the teaching is good, the outlines only being attempted.

Writing and Drawing.—Writing has improved very little, if any, for years. How can it? The teachers do not practise the principles, if they know them. The copy books in many schools are seldom examined by the teacher, but carried in the schoolbag till they are a disgrace to be seen.

Drawing is now better done, but even it is left too much to be done by the pupils, without direction or supervision. I am sorry to say that in a few instances the blackboard has superseded the copy book, pen and ink, decidedly to the detriment of the writing of the seniors. In the primary classes it is usually well taught on the board, form, slope, spacing, being well done. It is when they begin on paper that they do as they please.

Agriculture.—Agriculture is taught in but few schools so as to be of any practical value. Lady teachers who have been brought up in towns or villages do not care to expose their ignorance in rural schools, and those who have lived in the country think everybody knows it all.

School Premises.—Some are well kept, others are not, while a few are all that could be desired. The boys' closets, in many instances, are very bad, owing to the want of urinals. With this exception, out premises are usually in a sanitary condition, and trustees, when asked, are willing to put things in order. I know of no case where the Board of Health paid an official visit to any school.

Trustees.—In a great many school sections trustees never visit the school to see how the work is done. Their few visits are matters of business, such as to measure wood or see to the making of repairs. In too many schools there is little or nothing done for the comfort and health of the pupils. They sit on badly constructed seats in cold, draughty rooms, and thus lay the seeds of future disease.

In the towns and some of the rural schools trustees visit very often, but in one township which has ten schools only three visits by trustees are reported for 1893.

I think teachers are more to blame than trustees for any want of consideration that may exist. When teachers are mean enough to go to the trustee of a school and offer to teach for fifty or a hundred dollars less than the person who holds the position, and who has given general satisfaction, he need not be surprised that little consideration is shown if he does no better than his predecessor.

When teachers obtain schools by making ignorant trustees believe they hold first or second class certificates, when they have just left a county Model School, they need not be surprised if little consideration is shown them.

If teachers are what they ought to be, trustees will generally treat them as well as they should be treated, but there are mean, selfish trustees who would not treat anyone properly, and when they meet teachers of similar character it is diamond cut diamond, and the teacher usually comes out second best.

Teachers.—I doubt whether teachers are improving in culture. They certainly know something of a great number of subjects, but it is a question whether they know anything so thoroughly as to make it a fixed part of their mental outfit. There is so much of what they learn in our High Schools unused in their daily work in the Public Schools that, except when the teacher is aiming at some other profession, study is almost entirely neglected. This applies to the third class teachers much more than the second class, but many of the latter are studying for something else than teaching, and often devote time and zeal to other work and objects. Owing to the continual change of teachers and the cutting of salaries, professional skill and zeal are not valued nor are thoughtful, earnest teachers paid better than those who are simply keeping the schools open. Indeed, it is not at all uncommon to find the worst teachers most thought of, if they are active in matters outside the school work altogether. I scarcely ever see a teacher who is not neat in person, though some have untidy surroundings. The discipline is now much better than it once was, for very little corporal punishment is inflicted. So many of our teachers are young people of immature minds and characters that they can scarcely be expected to be either good character builders or very efficient educators, but I believe most of them are doing the best they can. Judging by the salaries now paid, one would say the profession is falling in public estimation, but the teachers are not responsible for this.

There are many things far from what we would like to see in the schools, but there is no reason for despondency if all would do their best.

School District of No. 1, Essex.

Theo. Girardot, Esq., Inspector.

Reading.—Primary reading is in general well taught, and the phonic method is used by the majority of the teachers, although about forty per cent. still adhere to the "look and say" method. There are no teachers in my inspectorate using the old alphabetical method, and I am happy to say that the general character of reading has greatly improved during the last ten years. The chief defects I observe in reading is a want of the proper tone and expression, caused by a feeling of timidity and a want of proper knowledge of the subject. To correct this, simultaneous reading, and proper explanations of the subject matter, are the methods employed.

Most of the teachers are fair readers, and the pupils are improving in the understanding of what they read. In the majority of schools two lessons in reading are taught daily. Home reading is not extensively practised by the

pupils, as there are but a very few families in the county who provide their children with amusing, and at the same time instructive books. Dictation from the Readers is generally used for spelling purposes.

Arithmetic.—The teaching of the simple rules of arithmetic is in general well attended to, and accuracy and speed in addition are a principal feature in the schools. The teaching of the multiplication table is not neglected, and the pupils hav in general made great progress regarding the neatness of their work. The blackboard is freely used by all the teachers.

Geography.—Physical rather than political geography, and map drawing are principally taught. Information and memory lessons in geography are given respectively, and most of the schools are well provided with maps. Particular attention has been given to the geography of Canada and the British Empire.

Grammar.—In many schools the teaching of grammar is too much a matter of memory, and not enough attention is paid to the incidental teaching of grammar, from mistakes in conversation and the answers of pupils. About 40 per cent. of the pupils can write fair composition and the writing of compositions regularly is the general rule in all the schools.

History.—The text book is generally used by the teachers, and whenever dates or the name of great men or women in history are met in the reading lessons, particular attention is given to them. History is taught in most of the schools, more as a matter of memory than as an incentive to patriotism

Writing.—I am happy to say that the pupils in general have made great progress in penmanship, and particular attention is paid to this subject in all the schools.

Physiology and Temperance are taught only in a limited number of schools with text books, but the ills and results of intemperance are made the subject of conversation lessons in most of the schools.

Agriculture.—I regret to say that this subject is not given proper attention, and there are but a few schools where pupils are taught to give reasons for ordinary agricultural processes.

School Premises with few exceptions, are now kept in good repair, and a better class of school buildings are erected than formerly. Particular attention is now paid to the sanitary condition of the school buildings and their premises, although I must say that the Local Boards of Health very seldom visit the schools.

Trustees now take more interest in the schools, and are more ready to provide for the comfort of the pupils than they did in the past; they also visit the schools occasionally, and teachers are treated more considerately than formerly.

Teachers as a class have made material progress in every branch pertaining to their profession, and they have risen considerably in general estimation. It is very seldom that undue severity is used in the schools.

During the last five years the schools in my inspectorate have made great progress, and everything pertaining to education is receiving consideration and encouragement from the public.

School District of South Essex.

D. A. Maxwell, Esq., Inspector.

Reading.—Throughout the inspectorate primary reading is taught by the "look and say," "word" or "Webb" method, combined with the "phonic" method. More than half the teachers use only the former until the child can readily recognize about 80 or 100 words then they begin the latter method. The number who, by "slow pronunciation," introduce phonics, from almost the beginning is increasing. None use the "phonic" to the exclusion of the "word" method, and very few use only the "word" method.

The usual procedure is by presenting first, objects or pictures thereof, familiar to the child, then, while talking about the thing, laying stress upon the word, representing it, until the sight of the object recalls the word, or the word recalls the mental sight of the thing, then writing the word on the blackboard, making intimate association between the idea and its sign. Occasionally the beginner spends too much time in talking about the thing and the word. Increasing attention is being given to the introduction of phonic analysis of spoken words, followed, as soon as the necessary associations between the elementary sounds and the letters representing them can be established, by analysis of written words.

The "sentence" method as advocated by Supt. Farnham, and adopted in a few American schools has no advocate in this inspectorate.

The words, and later, the sentences used orally, are written on the blackboard that the children may copy them, but a fixed order of words, as the sentences in the reading book, is avoided. Teachers make liberal use of the blackboard, and weave the words taught into varying new sentences, until the pupils recall the idea when the word-sign is presented to the eye, and *vice versa*. Only at this stage are pupils considered prepared to use the reading book profitably.

Until five or six years ago little or no attention was given to reading in the secondary schools, from among whose students the supply of teachers was obtained, hence, except in few cases, candidates for teachers' certificates were poor readers, because of the shortness of the Model School term. Principals of these training-schools had not sufficient time for the complete illustration of the whole of every subject required by the curriculum to be taught in the public schools, much less to drill the student teachers in the parts of these students in which they were deficient. Considering primary teaching to be the more important, Model School masters gave it most attention, consequently, teachers were better prepared in that department, and more progress has been made in it than in the higher work.

The principal defect in reading, by both teachers and pupils, is lack of expression. Frequently pupils are found who can correctly reproduce the thoughts of a selection, but will read it in a spiritless manner. Unfortunately the number of those who perniciously teach that reading is only of value as an instrument for gathering thought, and that the expression is of no value if the thought is gathered, is on the increase.

Among the devices used to overcome this state of things, the following may be mentioned:—questioning to lead to clear apprehension of the thought; restatement of the thought by the pupil, in his own words; conversational selections; pupils reading their own compositions; simultaneous reading; pupils in turn; while the rest listen, reading separate paragraphs of some interesting story; recitations; illustrations by teachers, etc., etc. When at a second inspection,

under the same teacher, pupils are found unable to reproduce intelligibly the thoughts of a selection read from among the selections taught, the teacher is advised to seek another calling, and the trustees to secure another teacher.

The number of lessons taught per day depends upon the number of classes in the school. In an average sized rural school—about an average attendance of 25 pupils—fourth book classes receive three lessons per week, while the third class receives daily one lesson, the second two, and the first three lessons.

Until teachers are properly trained by either the High School or the Model School masters, the teaching of reading in the third, the fourth and the fifth classes cannot be expected to rank high. Supplemental work on this subject should be insisted upon in "Teachers' Institutes," and the director should be competent to drill the teachers in practical work. The theory advocated is excellent but the practice is very inferior.

Spelling is taught chiefly by dictation. The difficult words of the readers are woven into new sentences, that their meaning may be understood, after which in many cases they are given isolatedly. Since the adoption of this plan there has been marked improvement in this subject. Teachers would be aided in this work, if the new words on every page, were printed by pages in an appendix to each reader. They would be enabled to teach them in advance of the reading lessons.

Arithmetic.—The methods employed with first classes are largely the result of Dr. McLellan's clear and forceful discussions of the subject a few years ago, before "Teachers' Institutes." It is probably the best taught subject of the curriculum, and yet in the second, the third, the fourth and the fifth classes, inaccuracy, want of neatness, lack of skill in analysis, and insufficient expression of thought are glaring defects. Often teachers are seen to solve a problem and then direct the pupils to solve another like it, erroneously calling the solution "analysis," when it was only fitting figures into places corresponding to those in the solution on the blackboard. In olden times pupils worked by rule, and unless they could fit the problem to the rule they could not solve it, but in these later times they work by type-problems and unless the given problem can be fitted to some type-solution, it cannot be solved. Induction, deduction, analysis and synthesis are vague terms to many public school teachers as well as to not a few lecturers at "Teachers' Institutes." A few teachers adopt the "Grubeé" method, but the majority adopt the "Normal" method, with the so-called "Simple Rules." The "Pestalozzian" method as advocated by "Hoosee" has no advocate in this district. Teachers generally complain of insufficiency of blackboard space. The putting of blackboards between windows is strongly condemned by some, because of the supposed injurious effects on children's eyes.

Geography.—Too many teachers are dependent on the text book and love to fill the blackboard with names wherewith to tax pupils' memories, and keep them busy at their seats. Increasing attention is being given to developing concepts of a country by reference to local scenery, by the moulding board, by drawings on the blackboard or by pictures. Climate, productions, peoples, manners, customs, animals, etc., are receiving more attention than a few years ago. One great defect is in pupils and even teachers being unable to locate other places with reference to their own location—inability to get away from the map to the world which it is supposed to represent. Map drawing does not receive merited attention, although a certain noted American teacher said in a lecture in an eastern city that time spent upon such an exercise was worse than wasted. Schools are fairly well supplied with maps, but not with globes, pictures of animals, minerals, and other productions of the earth, etc. In some way teachers should be in-

structed in preparing cabinets of woods, grains, fruits, flowers, leaves, minerals, etc., of their own country, and as far as possible of the more interesting portions of the world, and trustees should be required to provide the necessary fixtures for preserving these specimens. No Canadian youth, especially in the rural places, should be ignorant of his surroundings. Nature studies should have a more prominent place in our public schools. Some may say "There is no time therefor." It may be answered, "Much of this teaching can be done by incidental questions, and short familiar talks." In one school in this inspectorate much valuable information was gained and an appetency for nature study created, by the teacher collecting cocoons of silk worms, caterpillars, tobacco worms, etc., and keeping them in cans in the school-room. It is because pupils are not led to "observe" that half their life is wasted.

Grammar.—In this subject there is too much book work, and not enough practical work. Frequently both teachers and pupils will readily correct a sentence of false syntax written on the blackboard, and yet be notoriously inaccurate in this conversation. It is a fact attested to by those whose opportunities for knowing qualify them in some measure to form a correct judgment, that those entering the profession of teaching during the last eight or ten years were not as grammatically accurate in conversation as those of former years were. The cause is clearly traceable to the high school teachers being obliged to devote time to preparing their students to grapple with the non-essentials asked for in the obscure questions set for non-professional examinations, to the great neglect of the essentials of the subject. It is hoped the days of such folly are past. It is not only foolish, but extremely unjust to candidates for an examiner to try by setting obscure, indefinite questions to make himself appear learned—more profound than any of his predecessors. There is a prevailing opinion that the subject should be taught inductively, and many teachers are trying to make their practice conform to their theory, but as they do not clearly understand induction, they are disappointed in the results. More attention has been given to this subject during the last four or five years, and better results are now being obtained.

But few teachers grasp how to teach composition, and consequently the results are not satisfactory.

History.—The general complaint among teachers is that history is the least successfully taught subject in the public school course of studies. The principal defects in teaching it are:—(1) lack of the biographical basis, (2) not sufficiently close association with a geography, (3) too much memorizing of the text book, (4) too little comparison with the pupils' experiences. Children are more interested in persons than in bare events. What a man did; how he struggled, suffered and triumphed; what he accomplished or how he failed;—all these are of absorbing interest to the child student. Maps showing journeys, pictures of persons and places, and lively picturesque descriptions are necessary for teaching this subject successfully. But little attention is given to dates. Those who teach this subject topically are the most successful. Most of the teachers are endeavoring to lead pupils to understand that the loyal citizen looks first to the general good and determines that what is harmful to others is not good for himself; that true loyalty acknowledges no allegiance save to truth and right; that freedom or liberty is possible only to him who makes his conduct conform to the well-being of others as well as of himself; that their country's greatest glory consists not in her military prowess, but in the just recognition of human rights upon which in the main her laws are founded; and that patriotism should be tempered by intelligence, which will make the voter ever willing to study and manfully to meet the issues of the hour.

Writing and Drawing.—"As teacher so pupil," is well illustrated in writing. Most teachers are scrawlers of the first order. Until they improve there is no hope for the pupils' improvement.

So called "drawing," which is nothing more than copying, is fairly well done, but ability to picture an object is not developed. The only benefits derived from the present method of teaching the subject, and they must be given proper value, are meagre manual training and power of imitation. The child who merely copies a drawing misses the chief benefit of the exercise. When he is shown how to represent an object his inventive faculty is exercised, so that he will feel a pleasure in his work, and will soon be capable of producing an unlimited number of original designs, (1) Let the child see the teacher draw an object, (perception). (2) Let the child copy the picture drawn, (imitation). (3) Let the child draw a picture of the object without the aid of another picture, (perception, imitation, reason). Place an object, e.g., a cat lying on a table, before the class. Ask for the shape of the figure which indicates the outline of the object, (in this case an ellipse), draw the figure and then add details.

Abolish headlines in writing books, adopt vertical writing, use the blackboard exclusively for illustration, insist on careful work in all exercises, draw from models and natural objects.

Physiology and Temperance.—This subject is taught chiefly by conversations. Pupils seem interested in these talks, but without proper apparatus to illustrate the subject they are forming poor conceptions of the form, nature and uses of the parts of the body. The subject is not well taught.

Agriculture.—Is taught in very few schools, and even then it is of little value. Young people whose lives have been spent in school are not prepared to teach so practical a subject. One week with an intelligent farmer will give a boy more knowledge of this subject than a year's schoolroom work with a book and a town-reared teacher. Teacher's classes for the study of this subject are a necessity.

School Premises.—There has been considerable improvement in the appearance and the sanitary conditions of schoolhouses and premises, but much remains to be done. Local Boards of Health in towns and villages occasionally visit the schools, but in rural places their "three-cornered smile of bliss" has been seen only during epidemics.

Trustees are not always self-sacrificing men desirous of the welfare of the children of their communities. Their visits are few, but it must be remembered that most of them are very busy men who feel that the great difference between the condition of schools in their boyhood and now leaves almost incompetent to estimate the condition and the progress of the school of the present, and therefore they remain away. Generally they treat their teachers fairly, except in trying to reduce salaries. A competent teacher deserves all the salary he or she can get. As teaching is the highest calling among men, the brightest minds and purest hearts should be engaged in it.

Teachers.—The teachers in this inspectorate have with few exceptions been zealous and conscientious in discharging their duties, humane in diicipline and interested in the welfare of their respective communities. Although their experiences in the classroom and their intercourse with one another in "teachers' institutes," are improving them as educators, yet they do not improve as rapidly in professional skill and general culture as might be expected. Very few continue to pursue a course of professional reading. It becomes a serious question how to remedy this, as all must admit, serious defect. The short time so many of them continue in the profession prevents the development of a high *esprit de corps.* In spite of all these defects the outlook is hopeful.

District of Algoma.

Donald McCaig, Esq., Inspector.

Reading.—As regards primary reading, I have to report that the phonic method is not very extensively used, but the "look and say" method has completely supplanted the alphabetic method. In towns the phonic method is used to some extent, and in places where children have not learned English as their mother tongue the phonic method is found of great assistance in overcoming the difficulties of pronunciation.

The chief defects in reading are careless and indistinct articulation, want of proper emphasis and modulation, but in most of the town and village schools much improvement has taken place within the past few years. The chief difficulty in the District of Algoma is that so many of the teachers have had no training in this subject themselves, being graduates from the public schools of the district, without any advantages of model or normal school training.

Arithmetic.—This subject, whether well taught or not, seems to be a difficulty all over the Province. A large percentage of failures at entrance examinations is in this subject alone, and Algoma schools only confirm the rule. Either too much is expected or the subject is not generally well taught, or it is perhaps crowded out by the multiplicity of other subjects.

Neatness and accuracy are, however, more marked than some years ago, especially in the line of commercial arithmetic, and I think more attention is being paid to a better grounding in the simple rules.

Geography is taught much more on the lines of the products and commerce of nations than years ago, and more attention is given to the great highways of commerce than the mere memorizing of countries and their capitals. Canadian geography is considered most important and essential up to entrance to fourth book.

Grammar.—Correction of common errors in conversation is made an important feature in the teaching of grammar to junior classes, and blackboard drill in the structure of sentences, rather than the memorizing of the pages of a text book, is regarded and insisted on as the most important and useful course in the study of grammar. Composition is not regularly taught, except in the better schools of the district. In many of the new and small schools of the district reading, writing and arithmetic will include the bulk of the teaching for some years to come.

History is as poorly taught as any subject on the whole list of school studies. Memorizing the pages of a text book is still too commonly the method adopted. I am not certain that the great characters in history are taken much note of, though I have frequently impressed upon teachers that biography is a much more interesting subject to children, and perhaps more profitable, than attempts to deal with the philosophy of history.

Drawing is taught in almost all the schools in the district, and writing has greatly improved, especially writing on slates. I am not so certain that writing on paper has made equal progress.

Physiology and Temperance are taught chiefly by conversation in the smaller and poorer schools. In the better schools the children have text books for reference and assistance.

Agriculture is not taught in the schools of the district, and will not while it is optional, and it may be found difficult to make it so, in view of the already extensive public school curriculum.

School Premises.—With regard to premises and outhouses, at least half the school houses in Algoma are situated on the edge of the forest, with the stumps and stones still on the school plot. These plots are not, as a general rule, yet fenced, and I have not in many cases insisted on it, as changes in the sites of school houses are more than probable within a short time, and the ratepayers have in very many cases all they can do to pay the salaries of teachers and meet other unavoidable expenses; but I think I may safely say, that half the schools in the district are supplied with the best modern desks and seats, that all of them are fairly well supplied with maps and other school requisites, except, perhaps, a few of those that have been built within the last eighteen months, and that trustees are in most cases willing to do all that the circumstances of the section will permit in the way of improving their school buildings both inside and out, but it is difficult to convince them that a fence is necessary when the school house stands on the edge of the forest, half a mile away from any dwelling.

Teachers.—As to teachers, I am pleased to be able to say, that here the progress has been very great within the past eight years. The standard of qualification has advanced from what was little, if any, better than an entrance certificate, to what approaches very closely the standard in the older parts of the Province, except in the matter of professional training alone, while a large proportion of Normal trained teachers are found in all the better schools, and many having at least a Model School training are employed in the rural schools

The Institute too has been of great assistance in the way of helping on this improvement. The methods in teaching and discipline have also kept pace with the elevation of the educational standing of the teacher, so that to-day many of the schools in the district of Algoma will compare favorably with any of the schools throughout the Province.

School District of Nipissing and Parry Sound.

Rev. George Grant, Inspector.

Reading.—Primary reading is fairly well taught in almost all of the schools. The phonic method is very generally used. We have no teachers now using either the alphabetic or "look and say" method. The character of the reading has wonderfully improved within the last ten years. The chief defects that still baffle our best endeavors are a lack of purity and distinctness of utterance, a slovenly way of drawling out words and sentences, and in some primary classes a disposition to read by single words instead of phrases. The teachers, with a few exceptions, are fairly good readers. In the matter of modulation of the voice and emphasis, so as to bring out the meaning of the passage read, pupils have made marked improvement within the past few years, especially since our Model School has been established. The usual practice in all our schools is to give one reading lesson a day to senior classes and two to junior classes. Dictation is generally used for spelling purposes.

Arithmetic.—The simple rules are very well taught. On my first tour throughout the districts in 1886 I called the attention of every teacher to the importance of speed and accuracy in all the operations of arithmetic, and from that time to the present have constantly kept these points before the minds of teachers and pupils. Accuracy and speed, especially in addition, are made the

subject of frequent and persevering drill. The multiplication table is pretty thoroughly taught in all the schools. In all operations requiring the use of the slate special attention has been given to neatness of execution and care in the statement of work. The blackboards are largely used even in the poorest schools.

Geography.—In the poorer class of schools, which in reality embraces by far the greatest number in these parts, geography occupies but a secondary place. Where only a little can be attempted, and that of the most rudimentary character, the more important subjects of reading, arithmetic, writing and spelling claim the major part of the time of both teacher and pupils. In most of the schools only one or two lessons a week are given in geography, and these deal with the subject in a very general way, the motions of the earth and heavenly bodies, the figure and general features of the earth, seas, continents, etc. Canada, and the other parts of the British Empire are always the first countries discussed in detail. The teachers try to handle the subject in an intelligent way, taking up the physical features, climate, products trade, etc. The geography of Canada and the British Empire is well taught. The schools are fairly well supplied with maps. All our better schools now prepare pupils for the entrance examination, and in these, geography has its full share of attention and is well taught.

Grammar.—In most of the schools, grammar in the earlier stages, is taught by means of judicious language-lessons, without the use of any text book. The simple sentence or statement is made the basis of these language-lessons. Then as the subject expands and the pupil acquires technical terms and some knowledge of these the text book is introduced. Very few teachers teach grammar incidentally from the reading lessons, mistakes in conversation and answers of pupils. Probably seventy-five per cent. of the schools have regular practice in writing composition exercises—about twenty-five per cent. could write fair composition. A few teachers who still persist in teaching grammar in the old style, by starting with the text book and definitions, have helped to perpetuate the defects of that style of work, too formal, too much a matter of memory, and little intelligence in it all.

History.—What was said of geography might be said with equal truthfulness of history, it occupies only a secondary place in the great majority of our schools. In the schools preparing pupils for the entrance examination, and that covers about twenty-five per cent. of them, history is fairly well taught. Very few teachers use the text-book when before the class. The unfortunate character of the text book formerly in use did much to damp the enthusiasm of the pupils, but where the teacher supplemented the text book by oral instruction the pupils appeared to take great interest in the subject. Very little attention is paid to dates, except in those cases where the date is essential to the proper understanding of the subject. A reasonable amount of attention is given to the prominent men and women of British history. In a very few schools the history of Canada is well taught, and its relations with the Empire clearly set forth. Nothing is done, as far as I know, in any of the schools in the way of reading "side lights" on history. The principle defects in teaching the subject are memorizing events rather than looking for the principles that underlie and lead up to events; giving too much attention to the movements of kings and queens, to battles and armies, and too little attention to the condition of the people, and those things that have contributed to their happiness, and have helped them on in their struggle for better things.

Writing and Drawing.—A great deal of attention has been given to writing and not a little to drawing, and yet the results are far from satisfactory. I cannot say that much progress has been made in the last five years. Writing

is fairly well taught, and the blackboard used to illustrate forms, common defects, etc., and yet the result is quite disappointing. I believe that the universal habit of requiring pupils to write misspelled words as a means of teaching spelling, to copy lines out of the reading lessons as a punishment, to copy notes in scribblers, etc., is largely responsible for the sad condition of the writing and drawing. The writing of these words, lines, notes, etc., is rushed through in any sort of a way just to be done with it. And whatever neatness is learned by the copy book is more than lost by this perpetual scribbling.

Suggestion.—The teacher should either not give words, lines, etc., to write, or require these to be written on all occasions just as carefully as the work in their copy book or drawing book.

Physiology and Temperance.—A text book on temperance was placed in every school in the District of Parry Sound and the teacher advised to give oral instruction in the subject for half an hour once a week. This plan has been carried out with more or less faithfulness in most of the schools. The unsuitable character of the old text book was a great hindrance, but we trust that the new text book will revive the flagging enthusiasm.

Agriculture.—This subject, as yet, is only taught in two or three schools, where there have been pupils preparing for the entrance examination, and as it has been optional, very little interest, even in these schools, has been taken in the subject.

School Premises.—As the schools are comparatively new, and in new settlements, many of them have no fence around the premises. The greater number, however, have the grounds enclosed and fairly well kept. Seven years ago there were only two or three schools in the District of Parry Sound furnished with patent desks, now about fifty per cent. of the schools have patent desks. There is marked improvement along these lines, outside and inside the school buildings, every year. The Local Boards of Health take no interest in the school houses.

Trustees.—I think the trustees do take a more intelligent interest in the schools than in past years. They do their duty fairly well in providing for the comfort of the pupils and in the treatment of the teachers, but very little visiting of the school is yet done by trustees.

Teachers.—In no other respect has the improvement been so great as in the professional ability of the teachers. Seven or eight years ago there were only about a dozen professionally trained teachers in the Parry Sound District, now about seventy per cent. of the whole staff are professionally trained, and the character of the work done in the schoolroom has improved in the same ratio. They are, as a whole, upright and zealous in their work, and doing their duty towards raising the profession in general estimation, and may be said to be fairly successful as educators.

City of Guelph.

W. Tytler, Esq., Inspector.

Reading.—Primary reading is fairly well taught. None of our teachers use the alphabetic method, nor do they use exclusively either the phonic or the "look and say" method, but a combination of these two, which has been found to give satisfactory results. The character of the reading has, I think, improved during the last ten years, but not by any means to the extent that is desirable. The chief defects are carelessness in reading the smaller words, indistinctness of articulation and want of expression. The chief means employed to correct these and

other defects are reading by the teacher to show proper style, asking class to point out mistakes, and requiring pupil to re-read the passage until a satisfactory result is reached. In addition to these an effort is made to awaken the interest of the pupils in the subject, and thus to secure expressiveness in reading.

Many of the teachers are fairly good readers, one or two very good, while a few cannot be said with justice to read well.

The pupils vary very much as to their understanding of what they read. Much depends on the home atmosphere in which they have grown up.

The average number of reading lessons is over one a day. In all departments all the pupils have at least one reading lesson, and in the primary classes two each day.

In some families the pupils are given to home reading, in others not. So far as I am able to judge love of reading depends more on home surroundings and home culture than on school influences.

Dictation is the most common and satisfactory means of teaching spelling In several classes there is also a certain amount of oral spelling—chiefly in the way of spelling matches on Friday afternoons.

Arithmetic.—The simple rules are on the whole well taught. Accuracy and speed in addition and other elementary operations are made the subject of frequent drill and examination. I find too many cases of inability to answer promptly and correctly in examining in the multiplication table.

In neatness of work there is still much to be desired, though an improvement is observable. This is a point to which I have frequently called the special attention of the teachers.

Our classrooms are liberally provided with blackboards, of which the teachers make free use both in their own teaching and in explanations, and in requiring their pupils to work before the classes.

Geography.—Most attention is given to the physical features and to commercial and industrial geography. There is, of course, a considerable amount of memory work, but there is a growing tendency to combine with it as much interesting information as possible. There is a good supply of maps. Teachers rely chiefly on the text book, but several freely consult other available sources of information.

The geography of Canada is well taught; that of the British Empire not quite so well.

Grammar.—It is expected that teachers shall at once correct any errors of expression on the part of their pupils, and I believe this is generally done. In all the rooms where the pupils can write, composition is a regular part of the work. I am unable to estimate the percentage of pupils who can write fair composition.

The chief defect in grammar is a failure to comprehend the ordinary "common sense" of the subject, a tendency to consider it as something altogether outside of every-day experience. There is a decided want of ability to parse correctly, a failure to perceive that the function of a word determines its class and a lamentable ignorance of the essentials of technical grammar. We are making strenuous efforts to remedy these defects, and I believe with a considerable degree of success.

History.—The text book is used, but not exclusively. I fear the pupils as a general rule are less interested in this subject than they should be. I believe, however, more common sense methods of teaching history are beginning to pre-

vail, and that the pupils of our schools will be led to take more interest in the subject and read more for themselves than they have hitherto done. It is difficult to make Canadian history, the recent portion of it, interesting. I think that, judging by results, this is the least satisfactory subject of the whole Public School course.

Writing and Drawing—Penmanship has during the last eight or ten years very much improved, but there is still room for improvement. A great deal of attention is being paid to this subject at present. The blackboard is used, and correct forms and proportions of letters, etc., are insisted on.

I am persuaded that it would be an advantage to encourage the introduction of the vertical system of penmanship.

Physiology and Temperance.—In some classes the pupils seem to be interested in this subject, but on the whole I think that it is regarded rather with aversion. It is taught chiefly by conversations based on the text book.

School Premises—Our school buildings and surroundings are well attended to. Our care-takers are, on the whole, satisfactory, and during the last two or three years have been closely looked after. Everything is in good order, and repairs, etc., are promptly attended to. The Local Board of Health exercises constant supervision, chiefly, however, in the direction of preventing the spread of contagious diseases.

The great defect in all except the most recently erected schools is the absence of a proper system of ventilation.

Trustees.—We have at present an exceedingly efficient Board. The trustees are sincerely anxious to provide everything necessary for the comfort of teachers and pupils. Many of them visit the schools frequently and take a warm interest in all that concerns their success. As a rule the teachers are treated with respect and consideration. The trustees are hampered by the difficulty of obtaining sufficient money to pay adequate salaries, especially to the primary teachers. The rate of taxation for school purposes is high, and there is a natural objection to any increase.

Teachers.—There is, in my opinion, no doubt that our teachers have improved in culture and in professional skill. Many are zealous; others, unfortunately, look on their work merely as a means of living. Thoughtfulness in teaching, it is to be feared, is too often wanting.

The discipline is becoming gradually milder. Corporal punishment, owing chiefly to stringent regulations as to consulting with parents previous to its infliction is becoming rarer. As to character-building there is a wide difference. Many of the teachers are so young and inexperienced that their influence cannot be expected to be powerful.

Our teachers are, I believe, as a rule, esteemed and respected by the community, and their work is appreciated to some extent as it should be.

A city Teachers' Association has recently been formed, which will prove of great service in affording frequent opportunities for consulting together and discussing methods, etc. It will also give the principal and inspector opportunities of calling special attention to points which they desire to enforce and defects which they wish to remedy.

City of Hamilton.

W. H. Ballard, Esq., Inspector.

Reading.—Is primary reading well taught? Great stress has been laid upon primary reading in the Hamilton schools during the last seven or eight years, and it has now reached a high standard of excellence, further improvement is still possible, but much more cannot be fairly looked for except under conditions that cannot be realized in ordinary Public School systems.

Is the phonic method used? The phonic method is used by all teachers in the primary grades, but is in every case combined with the word method.

Do any teachers use the alphabetical method? This method has not been used during the last nine years.

Has the character of the reading improved during the last ten years? Very much, especially in the lower grades.

What are the chief defects in reading? 1. Reading too rapidly. 2. Indistinct pronunciation of final letters and syllables. Other defects have been noticed in various classes, but the two mentioned are the only defects which may be said to prevail to any extent and practically involve most of the others.

What methods have been adopted to correct these? Exemplification of proper methods of reading. Have silent reading with the necessary explanation until the meaning of the passage or lesson is thoroughly grasped; then have the thought expressed in the words of the pupil, then have the thought expressed in the words of the lesson.

Are the teachers themselves good readers? Many of the teachers have from time to time formed classes and received instruction from good teachers of elocution, they may, therefore, be classed as reading rather better than teachers of similar certificates and experience elsewhere.

Do pupils understand what they read? Many of the lessons in the readers give expression to thoughts beyond the comprehension of the pupils who are expected to understand them, so that in many cases much time and pains have to be taken to make the meaning clear to the pupil before allowing him to read it. Teachers are advised to have had the lesson fully discussed as a literature lesson before using it as a reading lesson.

What is the average number of reading lessons taught per day? The amount of time devoted to reading proper varies from an average of six and one-half hours per week in the primary grades to three hours per week in the higher classes.

Are pupils given to home reading? Pupils, with very few exceptions, read at home such reading as their parents are in a position to provide for them. Daily or weekly papers and Sunday school libraries are within the reach of nearly every family, while at school such books as Woods' Natural History Readers, Isbister's Geography Readers, The World at Home series, MacMillan's History Readers, etc., are available, and opportunity to read them is eagerly taken advantage of.

Is dictation used for spelling purposes? Yes, but not exclusively.

Arithmetic.—Are the simple rules of arithmetic well taught? They are.

Are accuracy and speed in addition made the subject of frequent drill? Yes.

Is the multiplication table well taught? It is.

Do pupils state their work neatly? They do in most cases, and persistent efforts are made to have them do so in every case.

Do teachers use the blackboards freely? Blackboards are freely used not only in arithmetic, but in all subjects in which there use would be a benefit.

Geography.—To what features in geography do teachers give most attention? In lower grades, plans of the school grounds, city and county, are constructed with the aid of sand tables. In the intermediate classes in addition to ordinary map geography the different products of the country are considered, also more important imports and exports. In the higher grades the geography teaching is such as to meet the requirements of entrance and Public School leaving examinations.

Is geography made an information lesson or a memory lesson? Both. A tendency to make it exclusively a memory lesson is as far as possible corrected by use of maps, globes, sand modelling and supplementary reading books in geography.

Are schools well supplied with wall maps? Yes.

Are teachers dependent upon the text book? No, text books are in use below the senior third book classes.

Is the geography of Canada and the British Empire well taught? The work of the third book classes, senior and junior, is confined to the geography of North America, Canada and Ontario, which ensures a pretty fair knowledge of the geography of Canada; while that of the British Empire is as thoroughly taught in the fourth book classes as is necessary to meet the requirements of the entrance examination.

Grammar.—Is grammar taught incidentally from reading lessons and from mistakes in conversation and answers of pupils? For the lower grades correct English is insisted upon not only in answers of pupils, but in all conversations they have with the teacher. In the higher grades grammar is taught from the reading lesson as well as from the text books.

Percentage of your schools who write "compositions" regularly? Compositions are regularly written in all schools.

Percentage of your pupils who can write fair compositions? A definite answer to this question can scarcely be given; but both the number who can write fair compositions, as well as the quality of compositions written, have made great improvement in the last half dozen years.

Defects in teaching grammar? No defects of any importance have been noticed, the tendency to make it too formal and too much a matter of memory has been foreseen, and as far as possible guarded against.

History.—Is text book used by the teacher in teaching history? Only in fourth book classes.

Are pupils interested in this subject? In most cases I think they are.

Is much attention given to dates? Only to the important ones.

What notice is taken of the great men and women of British history? This is pretty accurately decided by the amount of importance attached to them in the text books.

Is history taught as an incentive to patriotism? This is done in classes where no examination on the subject is looming up ahead, but in fourth book

classes, especially in senior fourth, the subject is too apt to be taught in a manner to score the highest number of marks at the entrance examination.

Is the history of Canada well taught? It is taken up in senior third book classes by interesting conversations on selected topics; and in the fourth book classes from the authorized history. The effect of this is to give the pupils a fairly accurate and extensive knowledge of the subject.

Are its relations with the Empire made the subject of study? Not to any great extent.

Do pupils read "side-lights" on history? Whenever opportunity offers I am of the opinion they do.

What are the defects in teaching this subject? The defects are chiefly those brought about by attempting to prepare pupils for the entrance examination. Far too much ground is expected to be gone over, this cramps the teacher in many ways, and leads to cram and drudgery on the part of the pupils. Had the Canadian history alone been prescribed for this examination much better results could have been looked for, both in the greater thoroughness with which the pupils would have been prepared and in the added interest and pleasure with which both teachers and pupils would have taken up the subject.

Writing and Drawing.—Has the penmanship of schools improved in the last five years? The penmanship has always been carefully attended to. It has, I think, improved in the last five years.

Is subject generally well taught? It is.

Is blackboard used in teaching? The blackboard is freely used.

Suggestions, if any? As to writing, the slant given in the copy books is too great; as to drawing, some prescription of work should be laid down in drawing from objects, also for drawing to scale.

Physiology and Temperance.—Are pupils interested in this subject? Pupils are not much interested in the subject as it is given in the old text book, but when the new text book is introduced, accompanied by suitable charts, I expect the subject to be taken up both with pleasure and profit.

Is it taught by conversation or text books? By text books only in the fourth book classes.

Agriculture.—This subject is not taught in the Hamilton schools.

School Premises, Trustees, Teachers.—I have much pleasure in being able to state that all the questions under these heads may be answered in the affirmative.

City of Kingston.

W. G. Kidd, Esq., Inspector.

Reading.—Primary reading is taught by associating the word with the idea. At first the word is taken as a whole, but when the habit of taking it with the idea is fully established phonics are introduced. We aim at fluency, combined with natural and unaffected expression. The teacher is the model, and in all the classes in which the teachers read well there is good reading by the pupils. Supplementary readers have been used to a limited extent. When carefully selected these readers elevate the taste and stimulate the desire for better and more profitable reading. Spelling is carefully and thoroughly taught in all the grades. Dictation is used for this purpose.

Arithmetic receives a large share of attention, and is well taught. We aim at accuracy, rapidity and thoroughness in the elementary rules. Five years ago we introduced a change in the methods of teaching arithmetic. This change consisted in using small numbers, omitting matter considered unprofitable, and dealing chiefly with practical business examples. The change did not give entire satisfaction. It became evident that mechanical operations are not altogether useless and absurd, and that the road to accuracy and speed lies not through the use of very small numbers. Text books are not generally used, and the memorization of rules and definitions is now a relic of the past. Our teachers encourage neatness, and use their blackboards freely. I can point with pleasure to the results accomplished in this subject.

Geography is taught not as an accumulation of disconnected facts appealing to the memory only. Our pupils are led to study things, not words. Wall maps and the blackboards are used, and special attention is given to the products of the different countries, the people, their occupations and modes of living. The teaching appeals to the thinking powers, and is therefore educational as well as instructive. Local geography and the geography of Canada are carefully and intelligently taught.

Writing has been under the direction of a specialist for several years. In September, 1892, vertical writing was introduced. It is written with greater rapidity, and is more legible than the oblique Spencerian writing, in which our pupils formerly excelled. Our business men are delighted with the change. The past year has been one of commendable progress in this important branch.

Drawing has also been in charge of a special teacher for several years. The object of drawing is to train the mind, the eye and the hand; to lead the children to appreciate form as seen in the objects around them, and to express it by drawings. We do not use the authorized or any other drawing-books. They teach copying from the flat, which is not of great educational value, as it trains the hand only. We are giving more attention to drawing from models and from objects. We are also using drawing in connection with the other subjects of study, thus stimulating observation and thought, and creating thereby an interest in school work. The year closed with a good record in this subject.

Music has an excellent influence on the discipline of a school. Our efforts to have it regularly and systematically taught in all the grades have not been crowned with success. In some classes very good work has been done, but without the aid of a special director of music the best results cannot be secured.

Drill and Physical Culture are now receiving special attention from our teachers. They aid in the discipline of the school and are of great benefit to the health and gracefulness of the pupils.

Premises.—The school buildings are kept in good repair. Some of them, however, are antiquated, poorly ventilated, and altogether unsuited for school purposes. But it is pleasing to know that these are rapidly giving place to beautiful structures, having all modern appliances for the comfort of teachers and pupils.

Teachers.—Our teachers, with few exceptions, are earnest and enthusiastic, and they have discharged conscientiously and intelligently the work assigned them.

The trustees take a broad and intelligent view of the requirements of our schools, and are earnest in their endeavors to perfect our system of education.

City of London.

W. J. Carson, Esq., Inspector.

Reading.—Primary reading is well taught by the phonic method. For several years the alphabetic method or the "look and say" method has not been in use in any of the schools. Reading has improved very much during the past few years. Our teachers give more attention to the subject in general, have a clearer understanding of the principles, a higher appreciation of good reading, and read better than formerly.

Some years ago the pupils were advanced from grade to grade before they were proficient in word recognition, and instead of the mind being engaged in getting and expressing thought, it was entirely engrossed in word recognition. The teachers are careful not to go forward faster than the pupil can familiarize themselves with the words. In the past, pupils used to memorize the sentences, and recite, but to prevent this the teachers write the pupils' reading vocabulary in as great a variety of interesting sentences as possible on the blackboard. Sometimes children are found pronouncing in orderly succession the words of the sentence without having the remotest idea of the thought involved. To correct this the teacher questions and illustrates until the meaning of the sentence is comprehended. The pupils are then asked (*a*) to speak and express the thought, (*b*) to read and express it.

Part I., pupils read four times a day; part II., three times; second book twice, and third and fourth book once a day.

A large number of pupils read at home, perhaps a much larger percentage than did so ten years ago.

Dictation and words selected from phrases are used for spelling in the primary grades. In the more advanced grades selected sentences, phrases, and words selected from phrases which are read for the pupils, are used.

Arithmetic.—The primary rules in arithmetic are well taught. Part II., pupils can read up correctly a column on the blackboard faster than the teacher can touch the numbers with the pointer. This is owing to the interest the teacher manifests in the work, combined with the method of teaching the subject. I have never seen anywhere as good results in addition as those reached by the London primary teachers.

They do not teach and drill on the multiplication tables as they did some years ago, but by the method now adopted, pupils that have not any knowledge of multiplication will do rapid and correct work in three months. I may say here that no pupils can do rapid and correct multiplication if they cannot add rapidly and correctly. They will fail in adding the carrying number.

The pupils are taught to think correctly, next to express their thoughts logically and neatly, first on slates and afterwards on paper.

The teachers do their work freely, and in a highly creditable manner on the blackboards.

Grammar.—This subject is taught incidentally from the reading lessons, and from the mistakes in the conversation and answers of the pupils. It is well taught inductively during the hour set apart on the time-table. The pupils manifest great interest in examining groups of words to see wherein they are alike and wherein they differ. They also take great interest in comparing words as to their function, the laws of change they undergo, and the change or phase of

mind that each change of position in the sentence or inflection signifies or expresses.

In all the schools compositions are written regularly. Seventy-five or eighty per cent. of the pupils for their age write a fair composition. Grammar is not taught in too formal a manner, and I consider that the pupils get better mental training in this subject than in any other on the programme.

Geography.—The teaching of geography is as good as I have seen anywhere but that does not speak much in its favor. So far I have not seen either in Canada or the United States lessons taught, which would compare with those ideal ones described in books on "teaching geography," and in educational journals.

A good deal of attention is given to physical features, climate, productions etc., but too little is given to the location of important places, capes, bays, etc. Teachers, the last few years, have gone from the minute teaching of locality to the other extreme.

A sufficient number of the primary concepts are not gained from observation and investigation. Pupils are not taken on trips sufficiently often to observe nature and specimens are not brought into the class-room. The sand moulding-board is not used enough as a means of expression and illustration. There is too much second-hand work.

The schools are well supplied with maps and globes, and the teachers do good mapping on the blackboard. Some of the teachers have progressive co-operative mapping on cotton, and the children fasten specimens of the products of the countries in their proper localities. The teachers can do all their work free from the text-book. Canada and the British empire are pretty carefully taught. In the IV. book grades the high school entrance papers largely govern the selection of matter.

History.—History is made interesting by the teacher, who always is prepared to teach and discuss the subject without the text book. In all the schools special attention is given to the dates of important events, but other dates are never memorized.

Short biographical sketches showing the character and the part taken by the great men and women in the affairs of the nation are carefully studied and frequently expressed by the pupils in neat little speeches or in writing. When international questions are under discussion it is surprising to see the intense enthusiasm manifested in what is British by such young girls and boys.

The Canadian history course has been too narrow, but it has been very well taught, and sufficient emphasis laid on its relation to the British Empire. The pupils show much interest in the subject and read biography, and the large histories.

I think the teaching would be improved (*a*) By giving greater emphasis to the great questions (*b*) By giving special attention to the great questions (especially the political ones) in their relation of cause and effect (*c*) By preparing and forming the mind for historical study before introducing a text-book.

Writing and Drawing.—The penmanship of the pupils is much better than it was five years ago. The pencil writing of the part I. and part II. grades is better than what was done by the second book grades five years ago. The subject is carefully taught from the blackboard, but this would fail, were it not that the teachers strictly examine and criticize the writing of the pupils as the lesson progresses.

Drawing is not so well taught as writing. It is largely a matter of copying the forms in their books, but it is exceedingly well done, and the pupils seem to enjoy the drawing hour.

Thousands of times during a year every child requires to convey his ideas of form, but his language in saying it is like this or like that, or like this and that combined assisted by the various movements of his finger through the air, fails him. Yet the only correct means, viz., free hand object drawing, is little practised.

I saw rapid, expressive free hand object drawing in one of the Cleveland schools.

Physiology and Temperance.—This subject is taught by conversation in all the grades except the junior and the senior IV. In them the text book is used,

The pupils that are taught by those teachers whose heart and sympathy are in the subject evince much interest, ask questions, and express themselves freely on the subject. But I have been much surprised to find that a large number of female teachers, teach the subject apparently with no higher end in view than that of complying with "The Regulations."

To be effective, there is no other subject on the programme that requires so much of the teacher's sympathy as this one.

I am of opinion that in graded schools one hour per week (*i.e.*, five lessons of 12 minutes each) in the part I., part II., and second book grades is too much time. If 30 minutes in part I., part II., and second book, 40 or 45 minutes in third book, and 60 minutes in fourth book grades were given we would get more impressive and better teaching done.

Agriculture.—Agriculture is not taught in any of the schools.

School Premises.—The school premises are kept in good repair. The grounds, fences, out-houses are kept in good order.

All the schools are heated with furnaces, and well-ventilated except Colborne street, King street, and Park street, eight, four and three rooms respectively.

The Board of Education has done more during the past five years in building excellent new schools, enlarging, heating and ventilating the more modern ones, than had been done in the preceding twenty-five years.

Board of Education.—The members of the Board of Education know more about educational matters and take a greater interest in the comfort and progress of the children than ever before. They visit the schools much more frequently than formerly, and are usually prepared to discuss and question intelligently. They treat the staff of teachers with the greatest degree of consideration and kindness. If teachers are indisposed and ask for leave of absence, it is granted, and not only is their salary allowed for four weeks of illness, but for all time beyond the four weeks it is allowed in full, less the amount paid the substitute.

Teachers.—The teachers through the agency of educational journals, books on Pedagogy, Teachers' Associations, grade meetings, Model Schools, and Normal Schools, have improved very much in professional skill. The teaching that was done fifteen years ago would not be tolerated to-day.

As a rule the teachers are filled with enthusiasm and teach thoughtfully. But as soon as the mental development of the child and the co-ordination of studies are better understood, and the prevailing idea of what constitutes the education of a child is modified we will still get better work done.

The strap has pretty much given away to kind and intelligent treatment, and instead of order we have order and discipline. The character and general behavior of children is much more respectful than formerly, and they treat each other with greater consideration and kindness. Cases of calling ill-names or fighting are rare.

The teacher of to-day stands higher in relation to the other professions than at any previous time. Educational ambition favored by circumstances has elevated the teacher to a higher plane, and the community cannot but recognize it

City of St. Thomas.

John McLean, Esq., Inspector.

Reading.—Primary reading is fairly well taught. The phonic method is utilized when thought desirable, but not as a system.

All the teachers use the "look and say" method, none the alphabetical method. The character of the reading has improved, but not to the extent desirable.

In prose the reading is not so very objectionable, but in poetry it is very far from perfect—analysing and reading according to the sense. The teachers are good average readers as a whole, some of them are very good.

The pupils seem to understand what they read better than the reading would indicate. In the first and second books from two to three, in the third and fourth one lesson. A good many of the pupils are given to home reading, but that depends a good deal on home influence. Dictation is used chiefly for spelling purposes.

Arithmetic.—The simple rules of arithmetic are fairly well taught, but would be better were it not for the continuous press for promotion. Accuracy and speed in addition have been receiving special attention for the past twelve months. The multiplication table is well taught. The pupils do the work neatly—the teachers use the blackboards continuously.

Geography.—The physical features, the productions, forms of government, and political divisions received the most attention. The lessons are taught more for the purpose of giving information than anything else, but the memory is sought to be cultivated also. Our schools are very well supplied with maps. I do not think the teachers use text books to any appreciable extent. The geography of Canada is very well taught, that of the British Empire fairly well.

Grammar.—Grammar is taught mostly from the reading lessons. A considerable amount of time is taken up in correcting mistakes in conversation, but this is specially attended to in the answers given by the pupils. All who are able, say seventy-five per cent. of the whole, write composition regularly. Probably fifty per cent. of those who write composition do it fairly well.

In teaching grammar for pupils up to pass for entrance to the High Schools, I am inclined to think that too much attention is given to the philosophy of language—too little to form and memorizing. If the old rules of grammar were better taught and impressed on the attention of the pupils they would use the language better than they do.

History.—The Public School History of England and Canada and notes thereon are used by the teachers, and by many of the pupils.

If I were to judge by the results as shown at the entrance examinations I would say that no great interest is manifested by the pupils in this subject, at

least by a large number of them. I do not think so much attention is paid to notes as to historical facts. A good deal of attention is paid to prominent characters, especially to statesmen and literary men. Some of our teachers make a point of cultivating in the minds of the pupils a love of country as well as of the Empire, of which we form a part.

The history of Canada, its constitution, and its relation to the Empire, are made the subjects of careful study. Some of the teachers encourage reading "side lights" on history, but how far this is done I can hardly give an opinion. I think the subject is as well taught as any other subject on the programme of studies.

Writing and Drawing.—The penmanship has improved in the past five years, but there is still great room for improvement. I think there might be more attention given to this subject. Blackboard teaching is only used in the junior classes, that is in the first and second forms. I have been endeavoring for some time past to encourage a more legible style of penmanship; a better posture while writing, and, as far as possible, a good round hand. The method of holding the pen is very bad in a great many cases, there should be a more general consensus of opinion on this subject among teachers.

Physiology and Temperance.—The pupils generally are very much interested in physiology—not so much on the subject of temperance; but there is, no doubt, a growing desire to understand the evil results flowing from intemperance of any kind, and especially of intoxicating liquors.

Agriculture.—This subject is not taught in the Public Schools here.

School Premises.—The school premises here receive a good deal of attention from the trustees. The fences, outhouses and grounds are kept in good order; and the buildings are in a good sanitary condition; the trustees are endeavoring to keep up with the requirements of the schools reasonably well.

The Local Board of Health, at least members of it, have frequently inspected the school premises, and several improvements have been made at their suggestion.

Trustees.—There is no reason to find fault with the trustees as to the way in which they discharge their duties; they are always willing to study the comfort of the pupils so far as their ideas of economy will permit, and with very few exceptions they treat the teachers with the highest respect.

Teachers.—The progress of the teachers in culture, professional skill and neatness has been very marked within the last decade, they are anxious to produce the best results, and this is manifest in their zeal and thoughtfulness; they are well posted in the most humane methods of teaching and disciplining the pupils, but, like other people, sometimes know better than they practise. Still, there is not much cause for complaint in that respect. I think there is good reason for concluding that they realize the importance of giving every attention to character building. The profession is undoubtedly rising in public estimation, and the teachers as a whole are becoming more efficient as educators.

Town of Chatham.

Rev. A. M. McColl, Inspector.

Reading.—Primary reading is well taught and on the phonic method. One teacher however reports that in his department, about fifty per cent. still adhere to the "look and say" method. None use the alphabetical method. The character

of the reading has decidedly improved during the last ten years. The chief defects appear to be lack of expression and indistinct articulation; and the principal methods employed for correction is practice in drilling on certain words and sounds, and setting a good example for imitation. The teachers read fairly well. Two lessons per day, is the average reading for the less advanced, and one for the remainder. Dictation is used for spelling purposes; and pupils are given to home reading, though in different degrees.

Arithmetic.—The simple rules of arithmetic are for the most part well taught. Accuracy and speed in addition are made the subject of frequent drill. The multiplication table is well taught, with some few exceptions perhaps. Pupils for the most part state their work neatly, and teachers use the blackboard freely.

Geography.—Teachers give most attention in geography, in the lower forms, to local geography, elementary definitions and the occupations of the people, and in the higher grades, to plants, government, climate and animals, and to the conception, representation and explanation of facts of the most practical value. Geography is made both an information and a memory lesson. There is a fair supply of wall maps. As to teachers' dependence on text books, some are more largely dependent on them than others. Text books are as a general rule useful, it seems to me, when they are used aright, and they are not used aright when used slavishly. That is one extreme, but to dispense with them altogether is another extreme. There is no human system so correct, as not to need modifying, limiting and improving, but that would be a poor system, that would not be better than no system at all. The geography of Canada is well taught, and that of the British Empire fairly well.

Grammar.—Grammar is taught incidentally from reading lessons and from mistakes in conversation and answers of the pupils. The percentage of those who write composition regularly is in some of the schools or departments 100 per cent. and in others 50 per cent. The defects are too much formality, or making it too much a matter of memory.

History.—As to the use of text books in teaching history some do not use them while others do. Pupils are interested in this subject, when it is well taught, much attention is not given to dates, but they are not to be dispensed with wholly. A knowledge of epochs and remarkable events or persons in history, is so important, that he who makes light of them, or wholly disregards them, will be guilty of a great mistake. Pupils write on their slates what they deem most interesting in the lives of men and women whose names are distinguished in the history of the British Empire. One object in view, and an important one, is to make it an incentive to patriotism. The history of Canada is fairly taught, and its relations with the Empire are not forgotten. Pupils read "sidelights" on history to some extent. The defects in teaching this subject are too much of formality and of mere memory, as well as the importance that is too often given to matters that are comparatively trivial.

Penmanship.—Penmanship has considerably improved during the last five years. It is well taught. The blackboard is freely used in teaching this subject.

Agriculture.—Agriculture has not been taught.

Physiology and Temperance.—Pupils are interested when properly taught. The method used being conversations in class, and by text books in junior classes; in some cases teachers overlay their pupils with details.

School Premises.—The school premises are kept by the trustees in good repair. The fences, outhouses and grounds generally, are kept in good order

The school buildings are in good sanitary condition, and they are improving from year to year. In the construction of buildings now, there is a very notable improvement over the older ones, in ventilation and other sanitary requirements. The little, comparatively speaking, that may remain to be done will be attended to, as soon as circumstances permit. People are sometimes given to complain merely because others are in a more enviable condition. The local Board of Health visits the schools. Trustees take a greater interest in schools than formerly, and are more ready to provide for the comfort of pupils. On the whole they visit the schools more than formerly, and treat the teachers, as a rule, very considerately.

Teachers are improving in culture, in professional skill, in personal neatness. They are more zealous, though in some cases, there is more or less room for advance. They are humane in the exercise of discipline, though sometimes they have to exercise much self-control, when there are pupils who have too much control, at home. I believe they are becoming more successful in forming character. The profession is undoubtedly rising in general estimation, and becoming more efficient as educators.

Town of Forest.

C. W. Chadwick, Esq., Inspector.

Reading.—At my first inspection of Forest Public Schools five years ago I found reading very badly taught. The phonic method was unknown to both teachers and pupils. It was said, however, that one teacher taught phonics. On examining her pupils I could not discover the slightest evidence of such teaching. The teacher explained that her limit was heavy and she had not been able to find time to teach the sounds of the letters but intended doing so in the few days remaining before the examination.

The method was explained and a few lessons were taught in illustration of the method. The teachers took hold of the work with a will and now all the primary classes are taught by this method. The results have been most gratifying. The pupils in the lower classes become readers and bring stories to the teacher for reading to the class. One great defect in the early stage of reading is the lack of suitable selections for sight reading for pupils in part I. and II. Pupils from homes well supplied with children's story books are generally good readers. Could not a suitable book be compiled and its use made optional in the schoolroom ?

Composition.—In the lowest classes pupils are led to express themselves in complete sentences and short story writing is encouraged. In the fourth book classes essay writing finds a place. At my last inspection I found a number of remarkably well written essays on various subjects, "A description of Italy" and "The American War of Independence" were well worthy of pupils of mature years.

Arithmetic.—This subject is fairly well taught. In the primary classes care is taken to give clear concepts of the numbers by means of balls, number-pictures, etc. The same care is taken in every class to make the work real as far as possible. The greatest defect is the lack of thorough and frequent drill in the elementry rules. Many Model School students cannot perform the elementary operations with care and accuracy. To remedy this I would suggest a thorough time test at both Entrance and Teachers' examinations.

Geography.—The principal, Mr. T. A. Reid is an artist and with word and chalk he pictures the country to his class. They see the slopes and plains and get a clear idea of real geography. Short talks and discussions about a country are followed by map drawing and then a written description is expected from each pupil. This subject is a delight to all.

History.—The history of Canada is well taught. Maps, Indian relics and "side-lights are made use of. The progress of discoveries is traced step by step. The difficulties encountered in opening up a new country are discovered by the pupils. English history has not been taught very successfully. The work to be done is too great to give each part due attention.

Writing.—The writing is uniformly poor, several attempts to improve the penmanship of the schools have been made without meeting any success.

Drawing.—This subject is generally well taught. A few pages of original design might be added to the work for Entrance examinations with advantage.

Physiology and Temperance.—This subject has been almost entirely neglected, owing perhaps, to the lack of a suitable text book and it being hitherto an optional subject.

Trustees.—The trustees of Forest are always ready to work for the welfare of their schools. They visit the different departments once each month and take great interest in the welfare of their schools. They treat the teachers with due consideration and pay them better than most towns of the same size. As a result the Forest schools are noted for their efficiency. During the past three years sixty candidates from the Public School have passed the Entrance examination and but four failed.

Teachers.—The Teachers are zealous and efficient and the discipline exercised is such as makes good citizens of a great country.

Town of Oshawa.

Rev. S. H. Eastman, Inspector.

Reading.—Primary reading is very fairly taught in most divisions of our Public Schools, and in two or three divisions unusually well.

The phonic method is used to a certain extent, probably as much as is desirable with our irregular system of spelling, as, if too much insisted upon, it makes bad spellers.

The teachers employ the "look and say" method largely, making use of the phonic to aid in case of difficulty. The alphabet is learned incidentally, and is made use of to point out differences when pupils stumble, as in "bid," "did."

The character of the reading has slightly improved during the last ten years. The chief defects are, indistinct enunciation, a tendency to clip or slur syllables, especially final ones, running one word into another, and a monotonous, inexpressive tone.

To correct these defects the pupils are required to pronounce each word slowly, syllable by syllable. The phonic method is here often used to advantage. To overcome the monotony and want of expression, drill in the reading of lessons of the conversational style, has been found very helpful, or drill in any lesson that affords large scope for expression.

The teachers, though not elocutionists in the present popular view, are very fair readers, and several of the fourteen read to town audiences very acceptably.

In the junior divisions two reading lessons are taught to each class per day, in the senior one. Most pupils, when questioned, seem to understand what they read. Many read at home, but mostly stories, and not aloud.

Dictation is used for spelling purposes.

Arithmetic.—The simple rules of arithmetic are well taught. For some years special attention has been called to accuracy and speed in addition, and with good results. The multiplication table is well taught. Pupils state their work more clearly than formerly, but there is still room for improvement. Blackboards are freely used.

Geography.—In the junior divisions most attention is given to outlines of continents, definitions of such terms as ocean, lake, bay, cape, peninsula, etc., with illustrations from maps of the world. In the senior divisions more attention is given to North America, but especially to the Dominion, and particularly to Ontario and its productions. In the fifth division (fourth reader class) the teaching follows pretty closely the line of the entrance examination papers.

Geography is made both an "information lesson," and a "memory lesson."

Each division has all the maps needed for its work.

The subject is taught orally in the lower divisions. The text book is used in the fourth and fifth divisions, especially in the latter. The geography of Canada is especially well taught, while the British Empire receives a full share of attention.

Grammar is taught incidentally from reading and other lessons, and by correcting mistakes made in class. But if mistakes made in conversation with the teacher are constantly corrected the pupil is apt to avoid such conversation, and more harm than good is the result. Home surroundings and habits exert so great an influence that, unless the pupil himself makes a great effort, and he is not likely to do this until he is beyond the Public School, this method has but meagre results.

Composition is taken regularly in all the forms as soon as the pupils are capable of writing at all. They begin with the substance of simple stories, and this is continued from grade to grade, the subject being taken, in most cases, from the reader. Probably about one-half the pupils can write fair compositions though much depends on the examiner's standard.

Among defects in teaching grammar I would mention, giving too many, points at once, introducing too difficult points at first, and probably too much attention to theory and not enough to practice. It is really a difficult subject for young pupils, and teachers oftener fail in this subject than in almost any other. It is somewhat rare to find a really excellent teacher of grammar.

History.—The text book is used along with familiar talks. Pupils are interested in the familiar talks, the trouble is that these talks are not easily reviewed for examinations. In my judgment pupils get little profit from the study of history until they are older than most of our Public School pupils are. If so much stress were not laid on examinations, and if the teacher were not judged so largely by the number "passed," more might be done in the way of making the subject attractive to the young mind. But the programme is so full, people are so anxious to have their children promoted, and teachers are judged so largely by the number passed, that in many cases, I fear, teachers do what will pay best at examination time.

The biographical element is made prominent in teaching; dates receive but a moderate degree of attention, the leading ones being chiefly emphasized.

I do not know that patriotism is very directly taught from history, but indirectly it will be stimulated by the study of such a history as that of the British Empire.

In the third class the history of Canada is introduced in familiar talks without text books. In the fourth class it is well taught with the aid of text book.

Writing and Drawing.—There is a slight improvement in penmanship within the past five years. The blackboard is used and the subject well taught.

The "vertical hand" has been tried in several divisions, and the improvement has, in some cases, been wonderful. It is noticeable that many of the best writers in our schools have naturally, and without instruction in it, fallen into this hand.

I think too much is required in drawing. It is an excellent subject for pupils, and many draw exceedingly well, especially in senior third and fourth book classes. But it is a terrible consumer of time.

Physiology and Temperance.—As to interest, the new text book is a great improvement on the old. In the entrance class the subject is taught by first taking up the lesson in conversational form. The pupils are then expected to read the text book and be questioned thereon. In the other classes it is taught by conversations only.

Agriculture is not taken in our schools.

School Premises.—The buildings are kept in good repair. The outhouses are not all that could be desired. Some of the buildings are old, and of course lack modern improvements in ventilation. I am not aware that the schools have been visited by the Board of Health.

Trustees.—I cannot say that the trustees show increasing interest. Anything really needed is never refused, but expenses are pretty closely watched. They seldom visit the schools except on special business, but as a rule they treat the teachers considerately.

Teachers are improving in skill. As to culture and personal neatness we have had no reason to complain. They are all zealous, doing their best; the teaching is, as a rule, thoughtful, and the discipline humane. The staff have, for years, given attention to character-building as an important factor in a teacher's work. They are growing in efficiency, doing much better work than they were ten years ago.

Town of Peterborough.

J. W. Garvin, Esq., Inspector.

Reading.—No teacher of my staff uses the alphabetical method of teaching word-recognition. The "look and say" method is still most commonly used, but this is gradually giving place to a combination of it and the phonic. As some of my best teachers have been placed over the first book classes, primary reading is well and thoroughly taught.

In my judgment it can be fairly stated that during the last ten years "the character of the reading" in the Public Schools of Ontario has improved. But there are defects still, which, I fear, will not be eradicated until increased attention is given to the subject in our High, Model and Normal Schools. Too many teachers are indifferent readers themselves, and as a result the reading of their pupils is characterized by non-intelligence and lack of spirit or animation. These are the chief defects. The pupils are taught mainly by imitation of imper-

fect models, and as neither reason nor emotion is exercised, a monotonous sing-song is too often the result. The teaching of reading should be of such a character that even the youngest pupil would know why such an emphasis, or inflection or etc., was required. In Peterborough the rational is fast displacing the merely imitative method.

Every division of our first book grades receives two lessons a day, and of our second, third and fourth book grades, each class, one lesson.

Spelling.—Probably no subject on the curriculum has been so unscientifically taught in the past as spelling. Long lists of words, most of the meanings of which were unknown, or pages of reading were assigned for study and teachers were content to dictate words for oral or written examination. It is to be hoped that a more rational method will soon generally prevail. Spelling should be regularly and systematically taught. A child should not be asked to learn to spell a word of which he does not know the meaning. During the lesson three of his senses, sight, touch and hearing, should be exercised. Through the ear and eye he should associate the pronunciation of the syllables with their letters; through the eye observe similarity and dissimilarity of word-forms placed contiguously, (*e. g.* all forms of words ending in "at" should be associated in thought with the word-form "at"); and through the sense of touch familiarize the hand to the production of correct written forms. The oral spelling of the letters of words is of least value, yet this method is still commonly made use of throughout Ontario. The learner's ability to spell should be tested by writing sentences and paragraphs dictated by the teacher.

Spelling is rapidly improving in our Public Schools.

Arithmetic.—A year ago in Peterborough the simple rules of arithmetic were poorly taught, and mental arithmetic not at all. Even in the fourth book classes there were few pupils who could add, subtract, multiply and divide rapidly and accurately. However, a change for the better has been brought about and at the end of the present year I hope to be in a position to report that these mental processes are performed by our pupils with facility and correctness. Twenty minutes a day have been allotted for mental arithmetic and the results are already quite satisfactory.

Our teachers freely use the blackboards and the majority insist on solutions being placed on slates or scribblers neatly.

Geography.—This subject is fairly well taught. Free use is made of wall and blackboard maps for the teaching of the main facts of physical, racial, climatical, commercial, historical and political importance. Mere memory lessons are considered of no value. All needful maps or apparatus are readily supplied by the Board of Education and the teachers generally make an intelligent use of them.

Our third book and junior fourth class study Canada almost exclusively and our Entrance classes mainly the British Empire.

Grammar and Composition.—In the teaching of grammar the authorized text book is followed pretty closely, but this subject is also taught incidentally. In the past there has been too much memoriter work, with consequent lack of interest on the part of pupils, but inductive and rational methods will soon prevail. Both grammar and composition shall receive my earnest attention this year. The latter subject is not yet even fairly taught, but I expect in the near future considerable improvement.

To ensure the successful teaching of this subject throughout the Province the following requisites are necessary: better educated teachers and more practice on

the part of pupils. The thoroughly competent teacher makes every lesson a language lesson.

History.—Canadian history is taught to our third book classes, English history to our junior fourth, and both to the Entrance classes. Teachers prepare notes for their pupils, but in the preparation of lessons the latter are also permitted the use of text books or other histories.

No other subject is as valuable for the development of patriotic sentiments and most teachers clearly apprehend this.

When a teacher fails to make history interesting to boys and girls it is chiefly due to want of knowledge of the subject. In my limit table, topics are specified and great characters and events have due prominence.

Writing and Drawing.—During the last year in the Public schools of this town mechanical drawing was displaced by freehand, and oblique writing by Mr. A. F. Newlands' vertical system. Drawing from copies has prevailed in the past, but this term a considerable portion of the time allotted for this subject shall be devoted to drawing from objects.

The improvement made in penmanship since the introduction of Mr. Newlands' system is almost incredible. Our part I. first book classes now write better with pen and ink than did our junior II. classes formerly, and our junior III. better than formerly our junior IV. classes. Two months after Mr. Newlands' visit to Peterborough last October, penmanship in our divisions had improved all along the line, at least forty per cent.

Not only is the new style of writing more legible and much more easily acquired than the old style, but in the opinion of the Peterborough educators and pupils it is also more beautiful. It is to be hoped the Education Department will at once adopt "The Volpenna vertical writing" as the Provincial system. One or two States of the American Republic have already done so. Shall Ontario be slower than the States of the Union to recognize the genius of one of her citizens?

Physiology and Temperance.—The Departmental action in making this subject compulsory has met with the hearty approval of the profession and of the public. Great benefit to the public and to the nation must result. It is taught by conversations chiefly, and the pupils not being burdened by details are much interested. Colored charts purchased by the Board will add increased interest to the subject in future.

School premises.—Our school premises are kept in the best of repair by the Property Committee of the Board of Education. Three of our four schools are as well lighted, heated and ventilated, as any others in the Province. The Medical Health Officer for the town visits the schools and in conjunction with the teachers and trustees looks sharply after sanitary matters.

Vocal Music.—The tonic sol-fa system of vocal music is systematically taught by the regular teachers, instructed and assisted by the inspector. Our pupils are being trained to sing patriotic and other songs in two-part music. Satisfactory progress is being made.

Calisthenics and Drill.—Calisthenic exercises are frequently introduced between lessons for the purpose of accelerating the circulation of the blood, straightening the spine, exercising the muscles, and resting the mind. Our fourth book classes are regularly and efficiently taught drill, club-swinging and other gymnastics by a sergeant-major. Moreover, we are about to organize our second and third book boys into companies to be drilled in and out of school hours.

Teachers.—Generally speaking, I think it can be justly stated that the Ontario teachers are "improving in culture, in professional skill and in personal neatness." But it must also be admitted that the improvement is far from rapid. About one-half of the teachers of the Province are under twenty-two years of age and hold but third-class professional certificates. Many of these are but eighteen, nineteen or twenty years old, and little developed in mental maturity and in knowledge of practical life. "Are they zealous?" Yes. "Do they teach thoughtfully?" No. Years ago if the teachers had lower certificates they possessed mature judgment and more practical knowledge.

It is also doubtful if the profession is "rising in general estimation." Fifteen or twenty years ago, male teachers, especially in rural sections, were ranked as the leading men in their communities. They were universally respected and honored. Can such be said of present day rural teachers, so many of whom are immature in thought, character and experience?

The marked improvement of late in the teaching power of our High Schools and collegiate institutes has resulted, it seems to me, somewhat disastrously for our Public Schools. Every fall some 1,300 students from these institutions attend the county Model Schools and secure third class certificates. In seeking positions the keenest competition ensues among themselves and between them and the Normal students. Salaries anywhere from $200 to $350 per annum are eagerly accepted with the result that the most worthy are too frequently ousted from the teaching ranks. How can such a condition of affairs result otherwise than in degradation to the profession? It should be remedied without delay by the annulment of the law which qualifies possessors of but primary certificates to enter the Model Schools. Four hundred and sixteen of the Model students of 1892 possessed junior leaving or senior leaving certificates. Surely they, together with an equal number of Normal students, are more than sufficient to fill the annual vacancies.

Town of Waterloo.

Thomas Hilliard, Esq., Inspector.

Building.—The building is of brick on stone basement, contains twelve rooms, and was fitted up with Pease furnaces in 1892, so arranged as to ensure a pretty satisfactory degree of ventilation in the winter months. Excellent blackboards of Pennsylvania slate were put up in nearly all the rooms during that year, and the pupils' desks and seats are of the newest designs. Altogether I consider the building and its fittings well up in the front rank.

Grounds.—These consist of five acres, three of which are planted with trees of all ordinary varieties native in this vicinity, and about two acres is reserved for play ground and outhouses. All are kept in good order. The general appearance is that of a park, with the school building somewhat in rear of the grounds.

Trustees.—The Board has taken a warm interest in the school for many years. I cannot say that such interest is improving, because it has been active for a good while, but it is sustained. Teachers are paid monthly and receive kindly treatment in every respect. The principal has a residence, owned by the Board, adjoining the school premises.

Teachers.—The principal and his male assistants hold first provincial certificates, five of the lady assistants hold second Normal, and the other two third class. The kindergarten half-time system has been in force in the two lowest

divisions for about five years, and is very successful and efficient. I think the teaching is improving in some respects at least.

Reading.—This subject is taught in the primary classes by the phonic method almost exclusively. Reasonable attention seems to be given to an intelligent comprehension of what is read, and to suitable intonation and expression when reading aloud. Improvement has certainly been made in teaching this subject during the last few years.

Writing.—This subject has not been as successfully taught here as it is in some other places, but we are improving. If the department sanctions the new vertical writing our teachers will, I think, very gladly adopt it. At present they are using the authorized copy books, which are adapted to the slanting style only.

Arithmetic.—So far as accuracy and speed in mechanical work are concerned marked improvement has taken place of late. The entire staff has given special attention to this with good results. Simple practical work is also pretty well taught. I observe, however, that a thorough comprehension of the theory of numbers is not obtained by our advanced classes, not even in the high school course, a defect possibly attributable to a certain one-sideness in our present text books on this subject. If a few chapters on theory, somewhat modified, perhaps, had been retained in the present advanced arithmetic, such as were in the old Sangster's (second part), it would have been a benefit, especially in the high school course and in fifth class public school work.

Geography is pretty well taught. The school is well supplied with maps, and occasion is constantly taken to connect reading and literature lessons as well as history with geography, by using maps or drawing on the blackboard. I have constantly endeavored to repress any mere memorizing of definitions or names, except when very intimately connected with definite ideas conveyed pictorially or otherwise.

Drawing is taught progressively throughout the school, and fairly well, considering the limited time that can be devoted to it.

History is fairly taught in fourth class, Canadian history is specially dwelt on, and some attention is given to British history as well. The imperial idea is perhaps more frequently brought forward in connection with geography.

Physiology and Temperance are taught by means of the text book and Fagge's charts, which are very helpful to gaining an elementary knowledge of anatomy.

Although this town is decidedly "wet," as the plebiscite vote shows, no audible complaint has reached me in regard to temperance teaching though the subject is faithfully dealt with by the Principal.

German.—Reading, writing and translation of English into German, and *vice versa*, are well taught by the second master, Mr. Weidenhammer, a German-Canadian himself. But he has only two hours a week for this subject. Still, as the home language of a majority of the pupils is German, their progress in this bi-lingual study is greater by far than would be made in the same time by a purely English class studying a foreign language.

Composition.—Partly necessitated by the preponderance of the German element in our population, exceptional attention is given in this school to English composition. From the kindergarten, where the little ones are first taught to pronounce English words and to frame very easy English sentences, the importance of drill and practice in English composition, oval and written, is never lost

sight of. In the advanced primary and second book classes the reproduction from memory of simple stories told or read by the teacher, and afterwards handed in in written form or told by the pupils in hearing of the class, is a frequent exercise, and the result is a remarkable facility in composition at a comparatively early age.

Taking all things into account, I think our school may be reported as ranking amongst the better class of town schools. It is certainly conducted by an able, intelligent and progressive staff of teachers. My visits of inspection are made about once a week, in this way I witness the work of each room about twice in the school term.

ROMAN CATHOLIC SEPARATE SCHOOLS.

Eastern Division.

J. F. White, Esq., Inspector.

Reading.—This subject usually receives the attention which its great importance deserves. In a great many schools the results are highly creditable, yet it cannot be said that there is a uniformity of excellence, and in some schools there is yet room for improvement. Though the teaching of this subject has been widely and fully discussed for many years, it is only too evident that teachers have not generally agreed to follow any one method as the best. Their course depends greatly upon the answer they would give if asked what is meant by reading. When to a teacher it implies only the ability to pronounce words properly with correct pauses and modulation his teaching will be directed to securing these results. But when he feels that reading means rather the clear understanding of the thought and the expressing of this in one's own natural manner, his course will be quite different. Of recent years the teaching of the junior forms has shewn a decided advance, and in many schools it is now most intelligent and successful. The phonic system in combination with some other is followed in many but not in all such classes. The shortness of the course in the training schools, with the consequent lack of sufficient teaching and practice of phonics, has sometimes prevented teachers from presenting it with great skill and pleasing variety. In such cases the inherent merits of this system could not prevent its want of success, and these teachers have in some instances turned to other methods with which they were more familiar.

In all grades there has been a decided advance in the pupils' understanding of the selections read. It is rare now to find teachers exact or encourage the giving of mere synonyms or of dictionary definitions for lists of hard words placed at the beginning of the lesson, under the impression that this was all the explanation required before reading. Indeed the rational teaching of the literature of the lessons has within a few years made perhaps greater advance than any other important subject. In some of the higher forms it has, owing to its general favor with pupils and teachers, usurped part of the time that should properly be given to oral expression, and it follows therefore that the pupils' knowledge of the subject matter is at times better than their delivery of it.

It is to be regretted that for all grades a greater amount and perhaps a greater variety of suitable reading matter cannot conveniently be provided. Even the best teachers find it difficult to arouse and hold the earnest attention of a class in reading a lesson that has lost much of its charm by previous teaching, or where the lesson is not of interest to the class either from its style or its matter. To teach this subject properly it is indispensable that the child shall have abundant practice over a wide range of suitable material. In the junior forms this material can be secured by the teacher at some trouble though not necessarily at any considerable cost. The teachers who have already provided it have found the great benefit resulting from its use, and it is to be hoped that more will follow a similar course.

Home reading of the best literature for children is not, I fear, so general as could be desired, but there may be lacking either the taste or the opportunity to gratify it. However in these homes where good books are found and the children encouraged to read them, the great resulting benefits are evident in the wider range of the child's knowledge and in his better command of good English. Libraries are found in several of our larger schools and are freely used to the great benefit of the pupils. But no school should be considered properly equipped without a library of well chosen books, to be increased from year to year, and the pupils trained to use them to the best advantage. We teach these children to read, and, so far as may be, to appreciate the writings of our best authors, and then leave them without further means of gratifying their tastes in this direction, but rather with the probability of having much of this good undone by the flood of cheap, trashy books which they are likely to find easier to procure.

Spelling.—This usually receives considerable attention, and in a large proportion of the schools the shewing is highly satisfactory. Teachers have found that good, legible writing is a very important help in the teaching of spelling, since transcription is largely employed especially in the junior classes. Oral spelling does not usually find much favor in classes above the lowest, except as a change or occasionally a spelling match. It is chiefly to the lack of careful and repeated correction with continued use of misspelled words in subsequent exercises that must be attributed the weakness occasionally shewn in this subject. Every written exercise allowed to pass without due correction puts a premium on careless spelling, which it will require much good teaching afterwards to improve. Ordinarily the reading books supply the material of the lessons, but it is found that they do not contain a wide enough range of the every day words required by the child. It rests with the teacher to complete lists suitable for the several grades and not confine the exercises to such words as the reading furnishes.

Arithmetic.—The teaching of this very important subject usually receives considerable attention and with results that are on the whole very satisfactory. Probably the greatest improvement of late years has been in the junior grades, where the teachers with a clearer conception of the subject have tried to develop correct ideas of number and not of mere figures. Children trained in this intelligent way have shewn a better understanding of the principles involved in the later stages of the subject. The working of the simple rules is on the whole very creditable and in some cases really excellent. But even yet it is not impossible to find isolated cases where teachers do not prevent pupils using their fingers or glancing at a multiplication card to refresh their short memories.

The blackboards are generally used very freely not only by the teachers but also by the pupils and with most satisfactory results. There is far less dependence than formerly upon the text book and far more teaching of underlying principles. While the ability to solve problems requiring some thought varies

considerably in different schools, there is on the whole a gratifying improvement in this respect, especially where mental work receives the attention it deserves. The work is usually in a neat and clear form and more attention is given to having it stated in a concise way.

Geography is generally one of the most popular of the school subjects, and its teaching is shewing improvement not only in regard to the material of the lessons but also as to their presentation. There is less of mere memory work,—lists of physical features, towns, etc.—than formerly, but more of important facts which any well informed person would desire to know. This is more particularly true of our own country and Province, whose geography receives special attention. Some teachers have begun, with their pupils' aid, to make collections of objects illustrating the productions and the life of different countries. The help of pictures to make lessons interesting might be more common than it now is. The lack of a good library with well written and recent books of travel in foreign lands often limits the knowledge too closely to that found in the text book, thus cramping the teaching.

Most of the schools have a proper supply of maps, while globes are more generally found than formerly. Map-drawing is often a favorite exercise with pupils, but sometimes its value is not great when it becomes mere copying rather than map-building. A fair number of teachers are able to draw their own maps on the board, and these are found far more valuable for the purposes of teaching. The teachers who are succeeding best begin not with books but from home, and proceed from what a child knows from his own observation to build up conceptions of other places and scenes. Though some teachers still follow the plan of teaching useful though isolated facts without reference to their great underlying principles, there is an ever increasing number who follow a more rational method, with encouraging success.

Grammar receives con iderable attention, much of the teaching being on the lines of the text book. A careful study is usually made of the sentence, its parts, their relation and value, and in many cases with good success. My observation goes to show that colloquial English is carefully looked after in a majority of the schools and that the pupils are gaining in ability to express themselves in good language. Composition is probably more popular with pupils than is formal grammar. In a great majority of the schools the teaching of this subject is certainly improving, and an earlier beginning is made. Teachers find the need of having systematic work in the lowest forms to enable pupils in the senior forms to make a creditable shewing. They generally recognize, too, the importance of oral work to mould the material into proper shape and to prevent the making of many mistakes in the written work. Pictures and stories are now more generally used in the lower classes, and in most cases proper care is taken to get suitable material, so that pupils cannot now complain that they have nothing to say on the subjects assigned. In some graded schools there is a written exercise in composition nearly every day, though the teaching lessons are fewer. It would be a great help to many teachers to have more detailed instructions on the best methods and courses to follow in the several forms, with some directions how to enable a pupil to acquire a large vocabulary of words and idiomatic expressions.

Writing and Drawing.—While there has undoubtedly been a marked improvement in both these subjects in recent years, due largely to the greater care given in the lower forms, it cannot be said that there is no room for further advance. There are comparatively few blotted and careless copy books, and the work of many junior grades is fully equal to that of third form pupils some years ago. Yet there is still need of more blackboard teaching to illustrate principles,

to correct mistakes and to improve speed. It is not enough to give pupils good head-line copies if they are left to sit, to hold pens, to form and join letters much as they please. Every pupil should have a clear idea of a perfectly made letter and be able to criticise his own penmanship. It would be a considerable improvement if trustees would furnish suitable pens, good ink and practice paper in every school, for the best results cannot be attained with poor material. A few teachers have taken up the vertical system of penmanship, but it is too soon yet to speak of the results.

In all but a few schools drawing is simply a copying of flat lines from the book or the blackboard, with some teaching of similar figures and dictation work. It appears to me that the greatest benefits cannot be secured from such practices, and that object drawing should be encouraged more if the real forms and relations of objects are to be known and represented.

School Premises.—Within the last ten years there has been a marked improvement in the accommodations by the erecting of new and more suitable buildings and by the improving of some old ones. The places where pupils are not comfortably housed are now but few, and the needed changes are not made in such places rather from lack of means than from want of good will. In some cases, where the trustees have gone to considerable expense in erecting new buildings it has been found, when too late to remedy, that there were defects that seriously interfered with the best interests of the schools. The considerations that require High School Boards to have plans of new buildings first approved by the Department apply equally to primary schools. It would certainly be in the best interests of all that no school building should be erected until its plan had received the approval of the Department, or of the Inspector who knows the requirements of the place. In the matter of lighting and ventilation the provisions are not in all cases the most suitable, but at times the best use is not made of the means provided. The strict regulations as to general school hygiene that prevail in England, France and Germany are not generally enforced here.

Teachers.—It is a pleasure to be able conscientiously to testify to the efficiency and zeal of the great majority of the teachers. Many of them have had an experience of from fifteen to thirty years, and while some of these have not escaped the tendency to get into a rut, the most of them appear to be earnest students, endeavoring to perfect their work from year to year. Teaching requires thoughtfulness, elasticity, order and zeal—qualities not easy to find in a high degree united in one person, yet there are some teachers in this inspectorate who would take a high rank among the most successful in any part of the country. By this it is not meant that all are equally of a high standing, for at times the mechanical side of teaching appears to be more successfully cultivated than is the intellectual. But the great majority appear to take a deep interest in the moral and educational welfare of their pupils. The relations between teacher and pupils are usually very cordial, and where the former has a strong personality he has been able greatly to influence the pupils' character for good. The public appears to hold the profession in a higher estimation than formerly, since the teachers themselves have had their standard raised so considerably. Unfortunately this appreciation has not always taken the form of adequate remuneration for services skilfully performed, but even in this there are signs of improvement.

Western Division.

C. Donovan, Esq., Inspector.

Reading.—For the most part, this subject is treated with due professional care. Primary reading is begun by means of the word method, closely followed by the use of Phonics; both methods are then operated together through the usual stages, the names of the letters of the alphabet being gradually introduced. A very small percentage of classes still adheres exclusively to the alphabetic method. In the use of the new methods, the work of the teacher is often hindered by the zeal of certain parents who take pride in having the little ones "know their a-b-c's" before beginning school life. The number of reading lessons varies from two a day in the first to three a day in the fourth form. The general character of the reading is good—intelligent as well as intelligible, and is steadily improving. Whatever defects exist are found chiefly in "entrance" classes, and consist mainly of inadvertence and precipitancy. The teachers themselves are nearly all good readers. Dictation is used for spelling purposes in every school.

Arithmetic.—In teaching arithmetic, the blackboards are freely used by most teachers for the various purposes of development, illustration, drill and practice. That the pupils in the main do their part of the work with neatness and care was observable not only from their exercise books, but also from actual work performed during the time of inspection. Particular attention has been bestowed upon the fundamental rules and the various combinations and applications that can be made of them, the value of accuracy and speed being kept prominently in view. In the case of advanced pupils, ability to construct original problems is also cultivated. The objective method for junior forms, and the method of analysis as far as possible for all forms, are almost universally used.

Geography.—Nearly every school has a full supply of wall maps and a globe; besides, the majority of teachers make use of blackboard outlines to give greater effect to their lessons. Entire dependence on the text book is not a common practice, but there is more of it than generous, flexible and thoughtful work demands, and, in consequence, memory is more largely exercised than any other faculty. As a rule, no specialty is made by the teacher of any particular feature of the subject—the whole being treated according to the extent and sequence exhibited in the text book, and on these lines I can fairly say that the work is successfully performed.

Grammar and Composition.—The sequence of the authorized text book on grammar is conscientiously followed by the majority of teachers. This, of itself, can and does produce, on the whole, satisfactory results, as the book is arranged on good scientific principles—the only defect in the work being too free a use of the "Errors for Correction." For the latter purpose, many teachers follow what I consider a better method, viz: regular conversations with their classes for the prevention and discovery of errors, freely using the blackboard for the development of correct forms and the eradication of errors actually observed in the pupils' speech, oral and written The teaching of grammatical terminology may be still somewhat on the formal side, but thoughtful work is steadily gaining ground, owing to the increasing use of the principle of comparison. In the matter of composition, including letter-writing, I am happy to be able to state that all the schools exhibit a high standing, the subject being regularly, frequently and systematically treated in every grade.

Physiology and Temperance.—Since the introduction of the new text book, this subject has become quite popular. The pupils, as a body, really like it, and considering its comparatively recent establishment on the school programme, they have made remarkable progress in its acquisition.

History.—Many teachers use lectures, blackboard sketches, diagrams and notes, requiring their pupils to use the text book, if at all, only for supplementary purposes—in my opinion the better way. Others again observe the most scrupulous loyalty to the text book, and will not allow themselves or their pupils to depart from it, fearing that any variation at all will cause a failure to "pass." Where the latter method prevails, the results are not durable, however well they may appear, and I must say that they often do look well, at the time. Both British and Canadian history is faithfully treated, including special reference to celebrated persons. Dates are taught, of course, but not with the minutiæ of former years—a fact that has contributed something to make the subject popular.

Writing and Drawing.—These subjects receive cordial attention from both teachers and pupils. Except in a few cases, the class work is done under the eye of the teacher, who freely uses the blackboard for models, illustrations and corrections. In the home exercises, the teachers look in a particular manner for neat and careful work. It is quite safe to say that for years back, the schools have been steadily becoming more and more efficient in these subjects. Still I beg leave to suggest that (1) the designs in Drawing Book No. 5 be revised, extended and divided into two parts to suit respectively the junior and senior fourth, and (2) a more systematic provision than that which exists at present on the programme be made for the teaching of writing in the first form.

Agriculture.—In all rural schools, the attention of teachers and pupils is regularly called to the importance of this subject, and considering that it is optional, it is fairly dealt with. I fear, however, that until it is made compulsory, fully satisfactory results will not be secured.

School premises.—Under this heading I am happy to state that the schools have been constantly improving from year to year in comfort, convenience, solidity and even elegance, and at this date there is comparatively little of which to complain. To my knowledge, representatives of Local Boards of Health have visited certain schools, but I am not in a position to state whether it is a general practice or not.

Trustees.—It is quite evident from the vastly improved character of the various school premises that trustees now take a much greater interest in their schools than they did in former years. As to visiting schools during class hours, there is considerable remissness on their part, but as to their treatment of the teachers, the only fault I find is their general unwillingness to pay adequate salaries.

Teachers.—Year by year, the teachers, as a body, are steadily making themselves more efficient educators. The professional spirit—the desire to become fuller, fresher, more artistic in the work of teaching, is constantly strengthening and expanding. The nature of their discipline is also a matter for congratulation. The "rod of correction" holds a decidedly subordinate position to the principle of "sweetness and light," and thus, secularly speaking, there is steadily in operation one of the most salutary influences in formation of character.

REPORT

OF

COMMISSIONERS

ON SCHOOLS IN THE COUNTIES OF

PRESCOTT AND RUSSELL

IN WHICH THE FRENCH LANGUAGE IS TAUGHT.

PRINTED BY ORDER OF THE EDUCATION DEPARTMENT

TORONTO
PRINTED BY WARWICK & SONS, 68 AND 70 FRONT STREET WEST.
1893.

TABLE OF CONTENTS

	PAGE.
Commission	5
Early condition of Schools	6
Former Text-books	6
Bi-lingual Readers authorized	6
English made compulsory	7
Resolution of Teachers	9
Plantagenet Model School	10, 11
Hints on Teaching English	12-16
French and German provided for	16
Examination of Schools	17
Separate Schools formed	17
English and French languages	17
Advancement made	18
Standing of Schools	18
Standing of Teachers	19
Supply of English Text-books	19
Time given to English	19
French Pupils learning English	19
English-speaking children	20
Religious Teaching	20
School Premises	20
Schedule	22–32
Summary of Schedule	38

COMMISSION.

TORONTO, May 29th, 1893.

Whereas on the 13th day of May, 1889, a Commission was appointed by the Education Department to ascertain whether, and how far, the regulations of the Education Department with reference to the study of English in the Public Schools of certain Counties in Ontario were complied with, with power to the said Commission to report what steps, if any, should be taken for the more complete enforcement of the said regulations.

And whereas since the report of the said Commission the Education Department approved of certain regulations hereto annexed defining more fully the nature and extent of the instruction which should be given in English in schools where the French language prevails.

And whereas a Model School for the training of French teachers in the use of English was established in the County of Prescott since the said Commission reported.

And whereas by section 226 of the Public Schools Act, the Minister of Education has power to appoint one or more persons as he from time to time deems necessary, to report to him upon school matters.

Therefore, know all to whom these presents shall come, that I, George William Ross, Minister of Education, have hereby appointed John J. Tilley, Inspector of County Model Schools for the Province of Ontario, the Reverend Alfred H. Reynar, M.A., Professor of Modern Languages in Victoria University, and the Reverend D. D. McLeod, of the Town of Barrie, in the County of Simcoe, Commissioners, to vist the Schools of the Counties of Prescott and Russell, for the purpose of making full and careful enquiry by personal inspection and any other way they may deem expedient, into the teaching of English in the schools of the said Counties visited by the said Commissioners in 1889, in which the French language prevails, and the observance of the regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same, to the Education Department with all convenient speed.

The said Commissioners are also authorized and directed to consider and report what progress, if any, has been made in the study of English since the date of their last report, and also as to what benefits, if any, have resulted from and by the establishment of the said Model School in the said County, and in conducting the said enquiry the said Commissioners are hereby empowered to exercise such jurisdiction during their personal inspection of the schools and otherwise as is conferred upon Public School Inspectors under regulation 9 of the Education Department.

G. W. ROSS,
Minister of Education.

To the Hon. G. W. Ross,
Minister of Education, Province of Ontario:

Sir,—The work of this Commission is so closely connected with that of the Commission on French Schools in 1889, that a brief survey of the report of that Commission and of the history of the French Schools, so far as it bears on the points to be considered, forms the best introduction to the report we now present.

Early Condition of Schools.

For more than forty years the French Schools in the Province of Ontario have engaged the attention of the Council of Public Instruction and the Education Department, and special measures have been adopted to meet their peculiar requirements. As early as 1851 sanction was given to the employment in the County of Essex of a teacher who had no knowledge of English, and it was ordered by the Council of Public Instruction in 1858 and subsequently, that the qualifications of 3rd class teachers be modified so that in regard to teachers in French or German settlements a knowledge of French or German Grammar respectively may be substituted for a knowledge of English Grammar, and the certificates to the teachers expressly limited accordingly.

Former Text-Books.

As to the French text-books, the Chief Superintendent replied as follows to enquiries made in 1856:—"As there is no list of books prescribed or recommended for French Schools, and as it may be presumed that the pupils attending them are for the most part or altogether Roman Catholics, I do not see that we can do anything in regard to the kind of books which are used in the few schools of French people in Upper Canada."

In 1868 a list of French text-books was authorized for French Schools, and in 1879 the list was considerably enlarged.

This list of books did not include Readers except a Syllabaire for elementary schools, and to supply the lack, recommendations were made to the Department to authorize the Monpetit series (French) which had already been generally introduced into the French Schools. No action, however, was taken in the matter, and no further authorization was given to French text-books till after the report of the Commission of 1889, when on the 17th of October the following minute was adopted by the Education Department:—

The undersigned has the honor to submit for the approval of the Education Department the following recommendations:—

1. That all text-books in the French language authorized by the Council of Public Instruction in 1868, as well as those authorized by the Education Department in 1879, be removed from the list of authorized text-books on and after the 1st day of January, 1891.

2. Where the French language prevails, and the trustees, with the approval of the Inspector require French to be taught in addition to English, the authorized Readers to be used for this purpose shall be the series of readers published by Copp, Clark & Co., known as the French-English Readers, composed of the following books:

The First Reader, Part I.	10c.
The First Reader, Part II	15c.
The Second Reader	25c.
The Third Reader	35c.

3. As there is no Fourth Reader belonging to this series the undersigned recommends that "Les Grandes Inventions Modernes" be authorized for pupils in the fourth and fifth forms, where the use of an advanced reader is considered desirable by the trustees and Inspector.

4. That the authorized Grammar in every form in which the study of French Grammar and Composition is considered desirable by the trustees and the Inspector, shall be the text-book known as Robert's French Grammar.

The undersigned desires to observe for the information of the Department that the readers above recommended are authorized in the Provinces of New Brunswick, Nova Scotia and Prince Edward Island, for all schools in which the French language is taught to elementary classes.

Respectfully submitted,

(Signed) GEO. W. ROSS,
Minister of Education.

Education Department, Ontario,
Toronto, Oct. 17th, 1889.

English first made Compulsary.

It would appear that till the year 1885 the teaching of English in the Public Schools of French districts was left to the judgment of the trustees and teachers, and as a result the English language was never used or taught in some of those schools. But by regulation of the Department approved in August 25, 1885, the use of the Ontario Readers was required in the schools of the French and German districts in addition to any text-books that might be used in those schools.

Instructions issued by Department.

In September of the same year were sent from the Department to teachers of French Schools, Public and Separate, instructions for the teaching of English and "an outline of the course to be pursued in order to secure a better knowledge of the English language." Then followed a rapid extension of the teaching of English, so that in the course of two years it was officially reported from Prescott and Russell that English was taught in every school except ten. In 1888 only six of these schools remained without instruction in English, and in February 1889, the testimony of the Inspectors was "We can now say that English is taught in every Public School in the Counties."

Commission Appointed in 1889.

In May 1889, was issued the Commission already mentioned "for the purpose of making full and careful inquiry, by personal inspection and any other way they may deem expedient, into the teaching of English in the Public Schools of the said Counties where the French language is taught and the observance of the regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same to the Education Department with all convenient speed." The Commissioners were further "authorized and directed to consider and report in what way the study of English may be most successfully promoted among those accustomed to the use of the French language as their mother tongue."

Report of Commission.

In August, 1889, the report of the above Commission was presented. In this report the condition of the schools as regards proficiency in English is briefly given thus :—

I. That some English is taught in every school.

II. That the Ontario Readers have been introduced into every school.

III. That the pupils are usually well supplied with English reading books.

IV. That in at least 12 schools the work done in English is much beyond the amount prescribed.

V. That in 24 schools more time is given to English than that prescribed in the circular, in 6 the time prescribed is given, and in 28 less than the time prescribed is given.

VI. That in very few schools has sufficient attention been given to colloquial exercises.

* * * * *

"In 17 schools the results were very satisfactory indeed, and in several schools quite equal to the work done in good English schools. In 21 schools fair progress was being made, and in 18 the pupils knew very little English."

Recommendations of Commission.

An important feature of the report of the Commission of 1889, and one bearing directly on the work of the present Commission, was the recommendations for the further improvement and extension of instruction in English. They were as follows :—

I.—That a special school be established for the training of French teachers in the English language.

This school should be placed under teachers who can speak both English and French, and who are thoroughly competent to give instruction in these languages.

It should provide the ordinary non-professional course, and should also furnish facilities for professional training as given in County Model Schools.

Candidates on completing their course in this school should be prepared to take the regular examination in English prescribed for Teachers' certificates; and only those who have passed such examinations should receive a license to teach.

II.—That special institutes be held for the immediate benefit of the teachers now employed in the French Schools.

III.—That the attention of the teachers be called at once to the necessity of making greater use of the oral or conversational method in teaching English.

IV.—That a bi-lingual series of readers—French and English—be provided for the French Schools in Ontario.

If this were done, parents would be saved the expense of purchasing two sets of books of which many now complain

The work of both teacher and pupil would be simplified, and there would be placed in the hands of the pupils books that would aid them materially in acquiring a knowledge of both languages.

Under competent teachers, with such books, the pupil should, on completing the second book be sufficiently familiar with English to enable him to receive instruction in this language in the various subjects prescribed. We recognize the difficulties inseparable from the introduction of another series of readers, but we believe they would be more than counterbalanced by the advantages to be derived therefrom.

V.—That the use of unauthorized text-books in these schools be discontinued.

Measures were taken immediately to give effect to these recommendations. A special Institute for the French teachers of the Counties of Prescott and Russell was held, the following gentleman being appointed to conduct the work:—Mr. J. J. Tilley, Inspector of Model Schools; Mr. W. Scott, B.A., Mathematical Master in the Ottawa Normal School; Mr. T. McGuirl, B.A., Drawing Master in the Ottawa Normal School; and Messrs. W. J. Summerby and O. Dufort, Inspectors of Public Schools.

This Institute was held during the first four days of the month of October, 1889, in the Village of Plantagenet, and it was attended by nearly all the French teachers of the two counties. The teachers manifestly appreciated the effort that was being made for their improvement, and entered heartily into the exercises of the Institute. The following resolution which was passed by them on that occasion sufficiently indicates their view of the benefit which they received, even from that brief term of instruction, and of their appreciation of the effort which the Department was making to enable them to discharge their duty more efficiently.

Resolution.

"Moved by T. Stuart, seconded by L. Parent, that the following resolution drafted by the Committee be adopted, and that a copy of it be sent to the Hon. Mr. Ross, Minister of Education:

"*Resolved*, that the thanks of the teachers present are due to and are tendered to Messrs Tilley, Scott, McGuirl and our Inspectors Messrs. Summerby and Dufort, for the thoroughly practical course of lectures that they have delivered during the past few days, and we desire to convey to the Hon. Mr. Ross our appreciation of the interest that he is taking in the educational affairs of these counties:

"1. In appointing a commission of inquiry that the people in Ontario might have an authoritative exposition of the true state of affairs in our schools;

"2. In affording such valuable aid at this Institute for French teachers;

"3. In taking measures for the establishment of a training school wherein our teachers may obtain a professional education similar to that given to the other teachers of the Province. We also desire to assure the Hon. Minister that he shall have our hearty co-operation in his efforts to improve the standing of our schools, and especially that we shall endeavor to carry out the regulations relating to the more efficient teaching of the English language in our schools.

"J. BELANGER,
"Secretary.

"Plantagenet, October 4th, 1889."

Bi-lingual Readers Introduced.

In addition to these measures new text-books were introduced into the schools. These books were bi-lingual, and were an important advance upon the text-books hitherto in use, so far at least as pertains to the teaching of the English language.

The edition first introduced was objected to by some, on the ground that the French was in some cases defective, but the recent revision by a competent committee will doubtless remove these objections.

Model School.

The chief recommendation of the commission was that a special school should be established for the training of French teachers in the English language.

At our former visit we found that the greatest difficulty in the way of teaching English was the inability of trustees to secure the services of teachers who could speak both languages.

The knowledge of English possessed by the French candidates for teachers' certificates was usually too limited to allow them to take the prescribed course in High and Model Schools along with English students, and as no provision had been made for them they went into the schools without any training, and in most cases with a very imperfect knowledge of English.

In accordance with this recommendation a Model School was established in January, 1890, in the village of Plantagenet, in connection with the Public School, and Mr. D. Chenay, B.A., was appointed Principal.

Support of Model School.

The ratepayers of the Counties of Prescott and Russell at once showed their appreciation of this plan to provide trained teachers for their schools, by voting in their County Council the sum of $800 to assist in procuring a school building, and the Township Council of North Plantagenet gave an additional $200 for the same purpose. The County Council also raised the regular annual grant to County Model Schools from $150 to $350.

Attendance at Model School.

The following table shows the attendance since the opening of the school with the average age of students and number of certificates granted. The lessening number of students is accounted for by increased severity in the entrance examination with a view to better grading and by the fact that there was a large number of students waiting for the opening of the school in 1890. No entrance examination was held for admission at the first term.

	1890.		1891.		1892.		1893.
	1st half.	2nd half.	1st half.	2nd half.	1st half.	2nd half.	1st half.
No. in attendance	32	35	27	27	23	21	20
No. passed	20	20	14	12	11	11	Ex. not held
Average age	$18\frac{1}{2}$	$17\frac{4}{7}$	$16\frac{8}{27}$	$17\frac{4}{9}$	$17\frac{4}{23}$	$17\frac{2}{3}$	$18\frac{4}{5}$

Total number of students who have attended, 119.

Total number of students who have passed, 88.

Of the 119 students, 2 attended 4 terms, 15 attended 3 terms, 20 attended 2 terms and 82 attended 1 term.

Thirty-eight of the students have previously taught, 13 came from the Province of Quebec, and of those who obtained certificates 11 have gone to teach in the French districts in the County of Essex. Four applications have come for teachers to take charge of schools in the French district in the Township of Tiny.

Course pursued in Model School.

There are two terms in the year and an examinations for certificates is held at the close of each term.

All the subjects are taught in English, and the examinations are conducted entirely in that language. In addition to the regular subjects prescribed, French Grammar, Composition and Reading are also taught.

The school has more than met the expectations of the people, and most pronounced expressions of approval as to the work done by it are heard throughout the counties. It was the first attempt made to provide teachers for these schools, and it has been well received and appreciated by the people.

Professional Training in Model School.

The Principal has not as yet been able to give much time to professional training. Many of the students come to the school with a very limited knowledge of English, and as they have attended only the rural schools in the neighborhood their educational standing is rather low. In order, therefore, to prepare them for the examination, the greater part of the time must be devoted to non-professional work. The supply of teachers from the school is not equal to the demand, and this often induces students to engage schools sooner than they otherwise would. At present the prescribed course in the school provides only for district certificates and this is probably all that can be now undertaken, but within a few years we believe that an effort should be made to provide a full Primary certificate course for those who may wish to take it. This would require the engaging of an additional teacher to assist the Principal, but if this were done we believe that many students would avail themselves of the extended opportunity afforded them and that their services would be secured for the best schools.

Work of Model School.

The old adage, as is the teacher so is the school, is especially true in this case, and to a greater extent than any one not acquainted with the circumstances can understand. As has already been said, in very many cases it is in the school alone and from the teacher only that the pupil can possibly learn English, as French is the language of his home and of his playmates. In view of this fact the importance of maintaining the highest possible degree of efficiency in this school cannot be over-estimated. Its sphere of usefulness is not confined to the Counties of Prescott and Russell, as it has already furnished several teachers for other French districts in Ontario, and French students from these districts have begun to attend this school for training—one student from Essex County attended last term and three others came from the same county to pass the examination. Nor is it confined to the Public Schools, for trustees of Separate Schools also, as shown by the table of statistics, readily avail themselves of the services of teachers trained in the Plantagenet Model School.

When we compare the improved standing in English of the teachers now employed in the schools, with the standing of those employed four years ago, and when we remember that this improvement has been made chiefly during three years, which is the time since the first teachers went out from the Model School, and when we also take into account the eagerness with which trained teachers who can speak both languages are sought for by the people, and the general desire of the French parents to have their children learn English, there can be no room to doubt that the very marked improvement of the past few years will be not only maintained but increased, and that within a few years the

French children will know not only the French language but will also be able to read, speak and write the English language with considerable freedom and accuracy.

The provision for such a Model School as that of Plantagenet is not confined to one locality but is available elsewhere if desired, as may be seen from the following Regulation of the Education Department:—

Training of French and German Teachers.

55. In counties where there is a scarcity of teachers qualified to teach in the English language, the Board of Examiners for the county, with the approval of the Education Department, may establish a Model School for the special training of French or German teachers. Such schools shall hold two sessions each year, and shall in addition to the ordinary professional course required for County Model Schools, give a full literary course in English in all the subjects prescribed for Third Class Teachers' Certificates or for District Certificates, as the Board may direct. The final examination for certificates to teach shall be conducted in the English language. There shall also be a final examination in the French or the German language, in Reading, Grammar and Composition. Boards of Examiners shall possess all the powers with respect to such schools as they now possess with respect to County Model Schools. The Regulations governing the inspection of County Model Schools by the County and Departmental Inspector shall apply to these schools.

Circular of Hints issued by Department.

Besides the special Institute for French teachers, the introduction of bi-lingual readers and the establishment of the Model School, other measures have been taken to facilitate the teaching of English in the French Schools. Prominent amongst these measures was the issue of the following circular of instructions for the teaching of English:

FRENCH-ENGLISH SCHOOLS.

Hints on Teaching English to Junior French Classes.

1. Oral Work.

The teaching of Oral English should begin with the child's first week in school, and the object of making it serviceable and accurate should be kept steadily in view. In the beginning teach through objects, choosing at first those most familiar to the child. In the junior classes the answers of individuals, when correct, should be repeated in concert by all, also separately by some pupils, especially the dull or backward. In all language or object lessons lead pupils to use, as freely as possible, all the English they may have learned, to form their own statements to vary the form of phrases or sentences, to ask questions, etc., encouraging all such attempts however imperfect they may at first be. With young pupils, correct all mistakes instantly, in a kindly way, and have the proper form repeated and if necessary drilled upon. The teacher should take especial care to endeavor to secure correct pronunciation by setting a good example for imitation, and by giving a thorough drill on the difficulties commonly met with, *e.g.*, *th*ree, old man, etc., etc., even exaggerating such sounds if necessary. Above all it should be remembered that much of the success in this teaching will depend

upon thorough and frequent drills and reviews. For this purpose the teacher should keep a list of all words, phrases or sentences gone over, especially with the junior class. The order in teaching should be as follows:—

1. Holding an object in plain view of the class, the teacher gives its name clearly and slowly; then the pupils pronounce its name (a) after the teacher, (b) without the teacher's help, (c) individually. Other objects are similarly treated, the number depending upon the ability of the class.

2. The teacher pronounces the name and the pupils shew or hold up the object.

3. The teacher shews the object and the name is given by pupils (a) together, (b) separately.

4. Not too many objects should be given in each lesson, but the teacher should make sure that every child knows (a) the object when named, (b) the name when the object is given, the latter presenting the greater difficulty. Among the objects to be first taken up are (i) things in the school, (ii) familiar things of the home, (iii) parts of the body, (iv) articles of clothing worn by the children, (v) other common objects, *e.g.*, apple, watch, stone, leaf, etc. Later, pictures may be used to teach names of common animals vegetables, etc., etc.

5. When the pupil has a fair stock of names, teach simple descriptive words, still by means of objects, *e.g.*, a *short* pencil, a *long* stick, a *small* book, a *large* slate, a *red* dress, a *black* hat, etc. Related or contrasted terms are more easily taught together.

6. *Simple* acts should be performed (a) by the teacher, (b) by the pupils, and described in full statements; *e.g.* the teacher, doing the act as he describes it, says: I open the book, I raise the window, I tear the paper, I sit down, etc. Then the classes are told to open the book, to raise the window, to tear the paper to sit down, etc., to show their understanding of the English sentence. A further step is to have them tell in full (English) statements, what they do. Afterwards the application of these words should be extended by such requests as: open the door; open the window; open the desk; etc.; raise the slate; raise the chair; etc., the pupil describing in English what he is doing.

7. The use of the simple pronouns, he, we, hers, they, etc., should be taught through simple language lessons, *e.g.*: his slate; my book; he cleans the board; you hold the box; they close the door, etc.

8. In a somewhat similar way the simple prepositions may be taught, *e.g.*: the book is *on* the chair; *under* the desk; *beside* the slate, etc.

9. When some little advance has been made, the question and negative forms should be used; also the plural and possessive forms, the simple past tense and the common auxiliaries. These should not be taught from a book, or by rules, but should come from proper questioning, *e.g.*, Tell me what he does? (he *writes* on his slate.) What is he doing? (he *is writing*, etc.) What did he do? he *wrote*, etc.) What has he done? (he *has written*, etc.)

10. Pupils should learn by heart such lists as the days of the week, the the months, the numbers (as their arithmetic progresses); also simple pieces in prose and verse, the meaning of which they understand. They should sing Kindergarten songs, performing the actions, etc.

11. After teaching things as wholes, take up their parts, *e.g.*, knife, handle, blade, spring, etc.; chair, back, legs, seat, etc.

12 The spoken English and French words should be associated throughout the course, the teacher giving the word or sentence in one language, and the pupils in the other. The teacher should use English in communicating with the pupils, so far at least as the progress of the class will admit. All explanations or commands given in French might afterwards be repeated in English.

13. These oral lessons should be taken at least twice a day, starting with ten minutes for each, and lengthening the time as the class progresses.

2. Written Work: Reading and Translation.

1. When considerable progress has been made in the oral work, the name of objects, the description of simple actions, etc., should be written on the board after having been given orally, and the pupils taught to recognize them in that form. Then they should be copied by the pupils and afterwards read to the teacher. Great care should be taken to secure, from the first, large, legible writing as it makes word recognition more easy.

2. These blackboard exercises may be continued for some time before the pupil is required to read from a book. The teacher may use charts, made by herself, of big sheets of strong paper, using crayon for writing the words, in large hand. The lessons should contain the words and phrases already taught and some new ones, and should not be identical with the lessons in the primer.

3. If the teacher understands the phonic method she should use it after the pupil can recognize readily a fair number of words.

4 But, even if the teacher is unacquainted with phonics, she may greatly facilitate the learning of a number of words by using the board to shew their likeness in form, which will easily suggest their likeness in sound; *e.g.*, from *book* it will be easy to teach look, took, cook, etc.; from *chair*, hair, fair, pair, etc. Similarly he might point out simple changes in sound dependent upon changes in form, *e.g.*:

pin,	hat,	not,	etc.
pine,	hate,	note,	

Also he should thoroughly drill on forms that might be confusing on account of their resemblance, *e.g.*:

from,	tool,	though,	etc.
form,	toll,	through,	
		thought,	

These words need not be specially sought out but should be used as the lesson supplies or suggests them.

5. Before beginning reading from the book, take a series of object or language lessons to make the pupils acquainted with the subjects of at least the earlier lessons. Knowing the written words from the board, and being familiar with the ideas, the pupils should find little difficulty in these first lessons, especially if the blackboard is freely used.

6. It is most important that, before the reading, the teacher should talk about the lesson, explaining with the pupils' help, the meaning of each particular word or phrase that might present difficulty, putting the new words into other constructions, giving the phrases a different form or using them in more familiar sentences than those in the Reader, paying special attention to idioms, etc., endeavoring in every way to give pupils a clear understanding of the meaning and the construction. So far as the advancement of the class will admit of it, all such explanation should be in English. If the meaning has to be given in French, it would be well to repeat it immediately afterwards in English so that pupils may grasp it in this language also.

7. Where the bi-lingual series are used, the French lesson may be taken first, as presenting fewer difficulties.

8. After the reading exercise, the substance of each lesson should be given in the best English the pupil can command. It should be in a connected form, with

but few questions from the teacher. Pupils may be encouraged to suggest words or phrases that would be more suitable than those first given, or the teacher may supply them; such corrections should be employed in different sentences till the pupil knows their use.

9. To the third form inclusive, the pupils should copy every English lesson, and the teacher should test their knowledge of such written work.

10. The teacher should write on the board, lists of English words or phrases, previously taught, followed by their French equivalents in parallel columns, to be copied and learned by heart. As a test, the English or the French column may be erased, to be supplied by the pupils on their slates or exercise books.

11. There should be English dictation every day, at first of such words as were written on the board and learned by the class. For the hard words the teacher should write them on the board, directing particular attention to the difficulties each presents, (silent letters, etc.) and have them copied on slates by the class. Then erase them from the board and slates and give in dictation. Afterwards phrases or sentences containing these words may be dictated.

12. All errors in such exercises should be written several times in the correct form, and a list of those words most commonly missed, should be kept to review from.

13. Each day the class should learn by heart a portion of the reading lesson, or of certain selected lessons, or of other selections written on the board. The meaning of each should be made clear to the pupils.

14. As the class advances teach the written English forms of the plural, the possessive, the masculine and feminine, the past tense, etc.

15. Sentences that the pupils have given in English describing actions, pictures, etc., should be written on the board and, with the help of the class, the translation of each word put underneath it. In such sentences the order of the words should at first be the same in the two languages. Erase the sentences from the board, dictate the French and have pupils write on their slates the corresponding English from memory. Sentences wherein the order of the words differs in the two languages, should come only after the pupil has had considerable practice.

16. With each reading lesson, whether French or English, there should be considerable oral translation, at first of the easier words and phrases, but gradually increasing in difficulty as the pupil advances, until the whole lesson can be rendered. In such exercises from the bi-lingual series, either one side of the open book should be covered, or else the book be closed. The pupils' own expressions should be preferred to those of the book, if they convey the right meaning. Frequently the teacher should give for translation sentences changed somewhat from those in the lesson, though consisting for the most part of the same words, especially for the junior classes.

17. For the young pupils the translation should be as literal as possible so that they will have some definite meaning for each word. After considerable practice they may be taught to give a variety of expressions or forms, while preserving the meaning; and the English idioms may be introduced *gradually*.

18. Translation should not be confined to the reading lessons, but should include arithmetic, geography, history and all school studies.

19. The reproduction of interesting studies will be of great service. If the teacher reads the story in French let the class relate the substance of it in English; if given in English let the pupils tell it in French first and afterwards in English. This reproduction should be oral at first so that all mistakes may be corrected; afterwards it should be written if the pupil is able.

20. The use of a dictionary for assisting in translation should be explained in the senior second form, or earlier if the pupils can profit by it. They require instruction how to choose the proper word and how to tell the pronunciation Each school should have a standard English dictionary (a Concise Imperial is good), and a large French-English dictionary, as the smaller books commonly used by the pupils are not always reliable or sufficiently complete.

21. Regular written translation should begin at latest in the junior second form, and should receive very careful attention in all classes. The first exercises should be short and simple. They may be taken from the Reader or may be suitable selections from other books; in the latter case they should be written on the board or dictated to the class. Especially in the early lessons it is very advisable to make free use of the board to shew the correct form and to simplify all difficulties. Every written exercise should be carefully examined, and be written again if any mistakes are found. There should be at least two such exercises in written translation each day.

Where the bi-lingual series are used the teacher should supply himself with other material suitable for translation.

EDUCATION DEPARTMENT, Toronto, April, 1892.

This circular brings at once to the teachers a knowledge of methods that years of unaided experience might fail to bring, and in our recent inspection of the schools it was found that when the methods of this circular were followed the progress of the pupils was invariably most satisfactory.

English the Language of the Schools.

Again, in order to bring out clearly the position of English in the schools of Ontario, the "Statutes and Regulations" of the Education Department since 1891 mention specifically as one of the duties of teachers "to conduct every exercise and recitation from the text-books prescribed for Public Schools in the English language. All communication between the teacher and pupil in regard to matters of discipline and in the management of the school shall be in English, except so far as this is impracticable by reason of the pupil not understanding English. Recitations in French or German may be conducted in the language of the text-book."

French and German Provided For.

At the same time in order to ensure to French and German parents that their children shall be instructed in their mother tongue and also to secure to English parents the privilege of having their children instructed in French or German when it is most useful for them, it is further provided in the Regulations of the Department that "in school sections where the French or the German language prevails, the trustees, with the approval of the Inspector, may, in addition to the course of study prescribed for Public Schools, require instruction to be given in Reading, Grammer and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French or German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public Schools shall be set aside because of the use of the authorized text-books in French and German."

Having thus reviewed the history of the schools to be visited and described the conditions under which they have been working since the Commission of

1889, we now proceed to report the course taken by us in 1893, and to describe the state of things in the French schools of Prescott and Russell, so far as the terms of the Commision require.

Examination of Schools.

The Plantagenet Model School was carefully inspected by us, and the students passed a most creditable examination. In English Grammar, Geography, History and Arithmetic the standing was quite equal to that in a good English school, and even in explaining words and phrases in English the students did exceedingly well.

All the schools reported upon were personally inspected and the different classes in every school were examined not only in English but in the other subjects taught.

In these examinations we also endeavored to exemplify by teaching classes the main points contained in the circular for the more efficient instruction in English.

The attendance at the schools when visited was, as shown by the daily registers, the usual average attendance.

Separate Schools Formed.

The schools visited this year were the same as those visited in 1889. Since that time, however, 27 of these school have become Separate Schools. One probable reason for these numerous changes was the uneasiness excited amongst the French people by the agitation over their schools four years ago, and the fear lest their privileges might be interfered with.

It is but right to observe in this connection that we found the Separate Schools, to say the least, fully equal to the Public Schools in regard to the standing of their teachers and to the diligence and efficiency with which the English language is taught.

English and French Languages.

As was stated in our former report while all classes of the French people are not only willing but desirous that their children should learn the English language, they at the same time wish them to retain the use of their own language, and there is no reason why they should not do so. To possess the knowledge of both languages is an advantage to them. And their use of the English language instead of their own, if such a change should ever take place, must be brought about by the operation of the same influences which are making it all over this continent the language of other nationalities as tenacious of their native tongue as the French. It is a change that cannot be forced. To attempt to deprive a people of the use of their native tongue would be as unwise as it would be unjust, even if it were possible. In the British Empire there are people of many languages. The use of these does not affect the loyalty of the people to the crown, and the English language remains the language of the Empire. The object of these schools is to make better scholars of the rising generation of French children and to enable them to do better for themselves by teaching them English, while leaving them free to make such use of their own language a they please.

The difficulties which stand in the way of the children in these exclusively French districts of acquiring a knowledge of English was alluded to in our former report. It was there pointed out that the pupils hear no language outside

of the school but their own, that they have no occasion to make use of the English language and that they are early withdrawn from school to engage in work. It is therefore difficult for them, unless they remove to an English-speaking district, to retain even such knowledge of the language as they have been able to acquire while at school.

Advancement Made.

Notwithstanding these and other considerations arising from the situation of the schools, which render difficult for the children the acquiring of a knowledge of English, we have to report a decided advance upon the state of things which we found on the occasion of our former visit.

In many of the schools the progress was highly gratifying. It bore testimony to the benefit which the teachers, and through them the schools, had derived from the measures which had been taken by the Department. It will be found in referring to the accompanying classification of the schools, that a number of them have been classified as excellent. We desire to emphasize the credit due to the schools which have reached this point, because it has been attained by the intelligent application of right methods, and that in the face of difficulties.

While a number of the schools do not come up to this standard, this is to be accounted for by different reasons. In some cases the teacher has not been instructed in the use of intelligent methods of imparting knowledge, and in others the teacher has had only very young pupils under instruction.

The remark made in our former report on those schools which were backward in their knowledge of English may be repeated here. "The backward condition of these schools which are described as inferior in their knowledge of English, must be attributed, we believe, mainly to the inability of the teachers to speak the English language freely. The teacher who finds it difficult to express his thoughts in English to pupils who know even less English than himself, naturally uses the language which both he and they understand."

While this remark holds good, it will be seen from the statements which follow in regard to the teachers that a much larger number of them are now competent to make effective use of English in the work of instruction than was indicated in our former report. But making allowance for the schools which are yet backward, it is gratifying to notice the decided advance made by the schools as a whole during the past four years.

Standing of Schools.

This advance is clearly shown in the following comparison of the classification of the schools made in 1889 with that made in 1893:

In 1889, 17 were classified as very satisfactory, 21 as schools in which fair progress was being made, and in 18 the pupils knew very little English.

In 1893, 30 are classified as very satisfactory, 15 as schools in which fair progress is being made, and 11 are classified as inferior in knowledge of English.

In a number of these schools the proficiency of the senior pupils in English was highly creditable, and in those in which the teacher was making use of proper methods of instruction, even the youngest children were being brought forward with marked success.

It only requires that the better methods now being used at the instance of the Department be persevered in. In all educational measures time is an essential element. And from what has been accomplished in the past four years the whole benefit of which has not yet been reaped, we may conclude that

the continuance of these measures, and the use of such others as may yet be necessary, will give to the people of these counties, schools which, as to efficiency in English, will be quite satisfactory.

Teachers Improved.

A second evidence of the advance made in connection with these schools is to be found in the decided improvement which has taken place in respect to the knowledge of English which the teachers possess and their competency to use it in the work of instruction.

It is worthy of note that of the 69 teachers met with in 1889, only 14 were found in 1893 in the schools. This suggests another obstacle met with in carrying on the work of education in these sections, which no doubt is met with in other rural sections also, namely, that teachers are frequently engaged in a school for a very short period, and the schools are subjected to the disadvantage of frequent changes.

The improvement in the acquirements of the teachers in English is no doubt to be accounted for by the fact that many of them have embraced the opportunity given them of securing a measure of training such as had not been enjoyed by their predecessors.

In our report for 1889 it was stated that "of 69 teachers employed in the schools visited, only three had attended a High School and only two had received any training in either Model or Normal Schools in Ontario. One had a Second Class certificate, one a Third Class certificate, two had County Board certificates, 47 had District certificates, and 18 (of whom five were assistants) had permits granted by the Inspectors."

In 1893, 47 had attended the Model School at Plantaganet, one had attended the County Model School, four had received Normal School training, one had passed through the School of Pedagogy and only three were teaching on permits.

In 1889 the classification of the teachers, taking proficiency in the English language as the basis of classification, was: 26 good, 20 fair and 19 not competent to teach English with any degree of efficiency.*

In 1893, on the same basis of classification, 51 are classified as good (of these, 19 excellent), 11 as fair, 9 as inferior, and 1 as incompetent to teach English.

Supply of Text-books.

Further evidence of the advance made in the schools may be gathered from the analysis of the summary of statistics given on page 29 of this report. All the schools are well supplied with English reading books, and the number of classes in these has increased from 177 in 1889 to 268 in 1893.

The number of classes in English text-books other than Readers has increased from 25 to 119. Twelve schools whose classes are included in these numbers are supplied with full sets of English text-books.

Time given to English.

The time given daily to teaching in the English language has increased by 50 per cent. or from 2⅗ to 3⅞ hours.

French Pupils learning English.

Of the 3,640 French-speaking children on the roll, 3,581 are learning English, while of the 3,210 French children on the roll of 1889 only 2,484 were learning English. This shows in the number of children not learning English a

*The professional standing of four teachers whose schools were closed was obtained from the Inspector, but as we did not meet the teachers, we did not classify them as to their standing in English.

reduction from 726 in 1889 to 59 in 1893, and of these 59 nearly all had attended school but a few weeks.

English-Speaking Children.

The number of English-speaking children in these schools shows a slight increase over the number in attendance at our former visit.

In 1889 the number was 226, now there are 222, but to this number must be added those who have been transferred to the Protestant Separate School in Plantagenet and those who are in the Rockland Public School, as both of these were included in our former list. These, when added to the 222, will increase the number to 267, and will give an increase of 41 since 1889.

Methods.

Many of the teachers are faithfully carrying out the instructions contained in the bi-lingual reading books, and begin to teach the lowest classes to read in both languages from the beginning, while others, in accordance with the hints contained in the circular, limit the child's first efforts in English to learning orally. The results of our examination clearly showed the wisdom of the latter plan. The children taught in this way knew more English, could understand and express themselves more freely, and were very much more interested in the subject than those who had been taught by the reading and translation method.

English children learn to speak our language with considerable freedom before they are taught to read it, and French children should be treated in the same way. It is a sufficiently difficult task for a little child of five or six years to begin to learn to read a language, the sounds of which, when spoken by his teacher, are already familiar to his ear, without having to learn to read at the same time a language whose written forms are unknown to him and whose spoken words convey no idea whatever to his mind.

By this method the child during the first year would master the letter sounds, many of which are the same in both languages, would learn to combine these into syllables, and would acquire considerable facility in reading.

During this time there should be regular oral instruction in English, and the material for this instruction should be arranged by the Department, so that the teaching may not be desultory but of the most systematic kind, and may properly prepare the child for the lessons which he will by and by be taught to read.

Religious Teaching.

In 14 of the 30 Public Schools visited, no religious instruction was given during school hours. In 12 of the remaining 16, religious instruction was given after the regular work of the school, but the time for this had not been arranged by the trustees as provided for by the regulations. In none of the Public Schools were there any emblems or pictures of a denominational character.

School Premises.

The school premises are in much the same condition as at the time of our former visit. They are, like the homes of the pupils, usually clean, simple and inexpensive.

We were treated with the greatest kindness by every one with whom we came in contact, and our thanks are especially due to M. Dufort, Inspector of these schools, for the valuable assistance he rendered us.

All of which is respectfully submitted.

J. J. TILLEY.
D. D. McLEOD.
A. H. REYNAR, M.A.

TORONTO, August 9th, 1893.

SCHEDULE

COUNTIES OF PRESCOTT AND RUSSELL.

TOWNSHIP OF ALFRED.

No. and kind of School Section. P Public, S Separate.	Teachers. Name of Teacher.	Class of Certificate.	Salary.	Teachers trained in Plantagenet M. S.	No. of terms each has attended.	Pupils. Number of pupils on roll.	Number on roll in 1889.	Number in attendance.	Number of English speaking pupils on roll.	Number of English speaking pupils on roll in 1889.	Number of French pupils learning English.	Number of French pupils learning English in 1889.	Number of French pupils not learning English	Number of French pupils not learning English in 1889.	Text-Books. Number of classes in English reading books.	Number of classes in English reading books in 1889.	Number of classes in other English text-books.	Number of classes in other English text-books in 1889.	Time given daily to English, or teaching in English.	Time given daily to English, or teaching in English in 1889.	Time given daily to Religious instruction during school hours.	Remarks.
			$																Hours	Hours	Hours	
4 P	S. McCaughran	D.	250	....	....	35	49	21	8	14	27	35	....	...	5	4	4	....	5	1	.....	First classes had not made much progress. Second, Third and Fourth classes did well. English speaking children had been well taught.
6 S	E. Naubert	D.	220	....	....	55	49	42	....	....	55	49	....	....	4	2	3	1	3	2	.....	In First and Second classes pupils' knowledge of English quite limited, standing of Third class much better. Pupils were beginning to learn English grammar.
8 S	J. Desabrais..... ..	D.	225	1	1	57	64	41	...	....	57	50	....	14	6	4	2	....	2	1	.....	Large number of small children present and these were being properly taught by the conversational method. Second class did well. Teacher says there has been much improvement in the use of English during the past two years.

9 S	D. Gratton	D.	250	1	2	74	32	46	....	....	74	11	...	21	4	1	3	....	3	1½	.....	Pupils in First class were being well taught, those in the Second and Third classes did very well in reading and spelling, but were rather backward in expressing themselves in English.
10 S	J. N. Belanger	D.	310	1	3	101	88	78	....	....	101	43	....	45	4	5	1	....	3½	1½	....	In Senior division pupils could read, spell, translate and express themselves in English very well indeed, but were backward in grammar and in other subjects.
	C. Sauve	D.	200																			In the Junior division all the classes did very well indeed – great improvement in this division since former visit.
12 S	E. Campeau	D.	280	....	....	54	48	34	....	3	54	35	....	10	6	3	3	1	3½	1	....	All the classes were exceedingly well taught—standing of school excellent.
13 S	F. Mallette	D.	190	1	2	42	24	29	....	....	42	14	....	10	4	2	3	....	2½	1	....	The lowest class had begun to learn names of familiar objects and their qualities by the conversation method. Second and Third classes did very well.
14 S	C. Gauthier	D.	200	1	1	26	41	18	....	....	26	41	....	....	4	1	..	....	2	½	.. ...	Mostly small children present. They had not learned much English, but were being well taught and were making good progress. English is receiving much more attention than at former visit.

TOWNSHIP OF CALEDONIA.

7 P	D. Goulet	D.	200	1	1	9	40	4	....	....	9	19	....	21	2	3	1	....	2	2	....	Only four pupils present, three of whom had but recently come to school. The latter had begun to learn English, and the other pupil did very well indeed. A Separate school has recently been formed out of a part of this section

NOTE.—No. 2 Alfred is now an English school through the French portion being attached to Separate schools. Nos. 11 and 15 Alfred were closed at time of our visit.

TOWNSHIP OF CALEDONIA.— *Concluded.*

No. and kind of School Section. P Public, S Separate.	Name of Teacher.	Class of Certificate.	Salary.	Teachers trained in Plantagenet M. S.	Number of terms each has attended.	Number of pupils on roll.	Number on roll in 1889.	Number in attendance.	Number of English speaking pupils on roll.	Number of English speaking pupils on roll in 1889.	Number of French pupils learning English.	Number of French pupils learning English in 1889.	Number of French pupils not learning English	Number of French pupils not learning English in 1889.	Number of classes in English reading books.	Number of classes in English reading books in 1889.	Number of classes in other English text-books.	Number of classes in other English text-books in 1889.	Time given daily to English, or teaching in English.	Time given daily to English, or teaching in English in 1889.	Time given daily to religious instruction during school hours.	Remarks.
			$																Hours	Hours	Hours	
10 P	G. Gignac.....	Per.	250	....	....	46	38	30	6	8	40	15	....	15	6	3	...	....	3	1½	.....	Some pupils did very well, but many were quite backward, teacher knows but little English.
12 S	N. Carrière	D.	275	1	2	93	56	57	....	....	93	26	....	30	5	3	1	....	2	1½	....	This school did unusually well. The work in Junior classes was really excellent and showed how serviceable the circular of hints is when faithfully followed.

TOWNSHIP OF CAMBRIDGE.

P	L. Latulippe.....	D.	250	1	1	37	...	27	....	...	37	....	.	....	4	....	....	....	3½	.....	.....	This school is an unusually good one. The teacher is doing excellent work, and the results are all that could be expected or desired.
S	M. Derouin	D.	250	....	....	70	68	27	....	....	58	68	12	...	3	1	1	....	3	½	.....	The lowest classes were learning a little English and some pupils in the Senior classes did fairly well, but the school as a whole was backward in English. The teacher is evidently neglecting the subject.

6 P	M. O'Sullivan.....	D.	300	....	....	67	70	51	14	12	53	38	....	20	6	4	4	....	3½	2	.....	The work in this school was well done—teacher enthusiastic and efficient.
7 P	M. Routhier.....	D.	200	1	1	31	46	21	..	....	31	38	....	8	3	3	1	...	3	1	½	The classes in this school did not do very well—teacher did not show the usual amount of energy in her work.
10 P	C. Legault.....	D.	225	....	....	74	52	48	7	14	67	21	....	17	4	2	....	....	3	1½	.....	This school is rather backward in English.

TOWNSHIP OF CLARENCE.

5 S	D. Viau.....	D.	320	1	2	137	154	100	....	....	137	120	....	34	4	4	3	....	3	2	.....	This school is unusually well taught in both divisions and all the work was very satifactory.
	A. Thivièrge.....	D.	225	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	
6 S	A. Martel.....	D.	315	...	....	197	114	110	10	8	187	106	...	....	8	5	3	3	4	1	....	In the two Senior divisions pupils did very well indeed and could express themselves quite freely in English. In the lowest division pupils had been taught to read and translate, but had received scarcely any training by the conversational method.
	M. LaRose.....	D.	225	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
	I. Labrosse.....	D.	225	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
8 S	B. Rochon.....	D.	225	....	....	102	95	59	4	3	98	58	....	34	6	4	4	...	3½	3	....	In Senior division fourth class did very well; Second and Third classes rather backward; conversational method not used enough.
	M. Woulfe.....	D.	140	1	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
																						In Junior division classes were properly taught and did well.
11 S	P. Monett.....	D.	200	1	3	60	55	51	....	....	60	55	....	....	3	2	....	....	2	1	.....	In the First class a fair beginning had been made, the Second class did very well indeed.
12 S	O. Asselin.....	D.	200	1	2	47	53	39	....	....	30	41	17	12	2	3	....	....	1	2½	.....	School not far advanced but doing very fair work.

NOTE.—No. 3 Cambridge now visited by us was closed in 1889.

TOWNSHIP OF CLARENCE.—*Concluded.*

No. and kind of School Section. P Public, S Separate.	Teachers. Name of Teacher.	Class of Certificate.	Salary.	Teachers trained in Plantagenet M. S.	Number of terms each has attended.	Pupils. Number of pupils on roll.	Number on roll in 1889.	Number in attendance.	Number of English speaking pupils on roll.	Number of English speaking pupils on roll in 1889.	Number of French pupils learning English.	Number of French pupils learning English in 1889.	Number of French pupils not learning English.	Number of French pupils not learning English in 1889.	Text-Books. Number of classes in English reading books.	Number of classes in English reading books in 1889.	Number of classes in other English text-books.	Number of classes in other English text-books in 1889.	Time given daily to English, or teaching in English.	Time given daily to English, or teaching in English in 1889.	Time given daily to religious instruction during school hours.	Remarks.
			$																Hours	Hours	Hours	
13 S	V. Asselin	D.	220	1	1	59	82	44	....	....	59	82	....	....	4	4	4	1	3	4	....	The lowest class had begun to learn the names of familiar objects. In the other classes pupils did very well in reading, spelling and translation, but were backward in expressing themselves in English.
14 S	M. David	D.	225	1	1	64	58	56	1	1	63	57	....	....	3	2	....	....	1	½	..	This school is making fair progress and has improved much since former visit. Teacher is striving faithfully to teach English and shows much enthusiasm in her work.
16 S	A. Lalonde	D.	230	....	....	41	....	31	7	....	34	....	....	....	4	....	2	....	2	....	....	This school is making fair progress in English.
17 P	A. Dupont	D.	200	1	3	29	39	21	..	....	29	6	..	33	4	1	1	....	3	1	½	This school is taught in an earnest manner and the pupils are making very good progress in English.
18 P	V. Parent	D.	225	1	2	57	44	37	....	....	57	44	....	....	6	3	3	....	4	2	....	This school is also well taught and the results were very satisfactory indeed. Pupils were much interested in their work.

19 S	M. Richer	D.	210	1	1	32	40	23	....	....	32	35	....	5	4	2	3	....	1½	⅔	.....	Junior classes did very well in translating from French into English and were making very good progress. The Second and Third classes did very well.
	TOWNSHIP OF CUMBERLAND.																					
1 P	A. O'Connor	I.	275	....	....	66	45	13	32	12	34	33	....	....	5	5	4	2	5½	4	⅛	This school is taught by an English speaking teacher and all the teaching is in English. Only a few French pupils were present and these did well in English.
14 S	Z. Thivièrge	D.	250	1	1	78	42	47	24	11	54	31	....	. .	5	4	4	2	5	3	.....	This school did well. The French pupils could express themselves quite freely in English—being much aided by coming in contact with English speaking children.
	TOWNSHIP OF LONGUEIL.																					
2 S	E. Millette	D.	215	1	1	45	48	32	....	....	45	19	....	29	3	5	1	1	2	2	....	The English in this school was inferior. Teacher was not carrying out the instructions issued by the Department.
4 P	A. Paiement	D.	250	...	....	45	41	33	....	....	45	41	....	....	5	5	2	....	3	2	¼	Third class did well in English. Second class rather backward. First class had made a very fair beginning.
	TOWNSHIP OF EAST HAWKESBURY.																					
6 S	M. Farrell	D.	200	1	1	58	49	37	7	12	51	22	....	15	4	4	4	...	3	3	.....	Teacher was making a faithful effort to instruct the children in English and was achieving very fair success.

NOTE.—No. 11 Cumberland was closed at the time of our visit.

TOWNSHIP OF EAST HAWKESBURY.—*Concluded.*

No. and kind of School Section. P Public, S Separate.	Teachers. Name of Teacher.	Class of Certificate.	Salary.	Teachers trained in Plantagenet M. S.	Number of terms each has attended.	Pupils. Number of pupils on roll.	Number on roll in 1889.	Number in attendance.	Number of English speaking pupils on roll.	Number of English speaking pupils on roll in 1889.	Number of French pupils learning English.	Number of French pupils learning English in 1889.	Number of French pupils not learning English.	Number of French pupils not learning English in 1889.	Text-Books. Number of classes in English reading books.	Number of classes in English reading books in 1889.	Number of classes in other English text-books.	Number of classes in other English text books in 1889.	Time given daily to English, or teaching in English.	Time given daily to English, or teaching in English in 1889.	Time given daily to religious instruction during school hours.	Remarks.
			$																Hours	Hours	Hours	
15 P	E. Trimble..	Per.	250	1	1	14	22	4	3	....	9	11	2	11	5	2	3	....	3	1	.....	A small school which was closed during 1891 and 1892. Only four pupils present and all did very well in English. One pupil in the Third class did unusually well. All subjects are taught in English in the Third class.
17 P	A. Leroux...	D.	225	1	1	68	65	40	6	3	62	19	....	43	4	4	4	....	3	2	.....	The teacher spoke very good English, and although she professed to be giving three hours a day to this subject the standing of all the classes which was uniformly bad showed plainly that she was neglecting her work.
18 P	A. Kelley	D.	200	1	1	46	38	28	6	5	40	28	....	5	3	3	2	....	2	¾	½	All the classes did poorly—conversational method not used enough. Teacher had not received circular of instructions.
19 P	C. Hartubise.	D.	160	1	1	48	43	20	....	5	48	38	....	....	3	4	....	...	2	2	1	This school was also quite backward in English and had not been taught in accordance with the instructions issued.

2 P	V. Daoust.....	D.	200	1	3	66	45	42	5	5	61	18	....	22	5	2	4	....	2	3	½	The Third class did very well, but the other classes were backward in English.
3 P	M. Richer	D.	250	1	2	91	101	49	3	7	88	94	....	....	8	5	4	3	3	4	¼	The work in both divisions was very satisfactory indeed. This is a first-class school.
	L. O'Neil.....	D.	180	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
4 S	A. Lemery	III.	250	....	....	60	70	36	....	....	60	42	....	28	4	4	....	....	3½	2	.....	The teacher who is quite advanced in years was making a faithful effort to teach English, but was making too little use of the conversational method. Third class did very well indeed.
6 P	A. McNulty	II.	375	N.S	....	135	161	98	11	41	124	120	....	....	10	5	4	3	4½	3½	....	In the Junior division pupils had made a good beginning in English and were being properly taught. In the Intermediate and Senior divisions, the pupils were quite familiar with English and did well in all their work.
	M. Ballantyne....	II.	325	N.S	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
	L. Bercier.....	D.	250	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
7 S	C. Baulne.....	D.	215	1	2	44	35	27	...	....	44	35	....	....	3	4	1	....	3	2	.....	School very neat and orderly—all the classes were making good progress. Teacher said there had been a decided increase in the use of English by the pupils during the past year.
8 P	L. Parent	D.	335	....	..	136	148	99	3	....	133	100	....	48	8	5	4	....	3	3	....	In the Senior division the work was unusually good in all subjects and quite equal to that in a good English school.
	I. Charlebois.....	D.	225	1	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	In the Junior division the teacher's knowledge of English was quite defective and the pupils were backward—conversational method not much used.
12 P	E. Giroux	D.	240	1	3	63	68	50	6	5	57	36	....	27	4	4	4	....	2	1	1	There was a large attendance of small children in this school and all the classes were making very fair progress.

TOWNSHIP OF NORTH PLANTAGENET.—*Concluded.*

No. and kind of School Section. P Public, S Separate.	Name of Teacher.	Class of Certificate.	Salary.	Teachers trained in Plantagenet M. S.	Number of terms each has attended.	Number of pupils on roll.	Number on roll in 1889.	Number in attendance.	Number of English speaking pupils on roll.	Number of English speaking pupils on roll in 1889.	Number of French pupils learning English.	Number of French pupils learning English in 1889.	Number of French pupils not learning English.	Number of French pupils not learning English in 1889.	Number of classes in English reading books.	Number of classes in English reading books in 1889.	Number of classes in other English text-books.	Number of classes in other English text-books in 1889.	Time given daily to English, or teaching in English.	Time given daily to English, or teaching in English in 1889.	Time given daily to religious instruction during school hours.	Remarks.
			$																Hours	Hours	Hours	
13 P	J. Malette.	D.	236	1	1	29	25	27	2	2	27	23	....	...	6	3	4	....	3	1¼	½	All the work in this school was very good.
15 P	S. Legault	D.	170	1	3	24	42	18	....	....	24	22	...	20	3	2	2	....	3	1	½	The Junior classes did fairly well. In the Third class the standing was good. This school has made good progress since our former visit.

TOWNSHIP OF SOUTH PLANTAGENET.

7 P	S. Laberge.	D.	200	1	2	36	40	26	....	....	36	12	....	28	4	4	2	....	3	1	½	Pupils were backward in English. Teacher had not been following instructions issued by the Department.
8 P	J. Belanger	D.	250	1	3	14	64	8	4	15	10	35	....	14	4	5	2	....	3	2½	.....	The attendance was very small and the pupils rather backward. Teacher had been trusting too much to translation.

9 P	E. Brault	D.	240	1	1	64	58	45	2	....	62	58	....	....	6	2	3	....	2	¾	.....	All the classes passed a very satisfactory examination. Teacher gives much attention to English and is using correct methods.
11 P	M. Legau't	D.	225	1	1	44	34	31	....	2	44	12	....	20	4	2	....	....	2	1½	½	All the classes did very well indeed in English.
12 P	N. Legault	D.	230	1	1	35	35	24	....	....	35	22	....	13	4	2	1	....	3	½	½	All the classes did very well indeed and showed the result of careful teaching. Pupils were much interested in their work.
	TOWNSHIP OF RUSSELL.																					
4 P	M. Pitre	D.	225	1	1	45	64	16	.....		37	13	8	51	4	2	....	....	3	1	½	This school was backward in English.
7 P	A. Buyere		230	1	2	46	79	33	10	3	36	76	....	....	4	3	3	2	3	1¼	.....	This school may be classed s fair. Senior classes did very well. Junior classes were backward. Teacher is doing her best to teach English.
8 S	E. Guerin	D.	300	1	1	97	60	42	....	..	97	60	....	....	4	3	....	....	1½	½	.....	This school is doing very well in English and has made good progress since our former visit. Teacher is trying faithfully to carry out the instructions of the Department.
	VILLAGE OF ROCKLAND (SEPARATE).																					
....	B. Seguin	D.	300	....	....	269	159	119	8	33	261	126	....	...	12	5	4	4	2½	5	....	This school was decidedly back ward in English –especially in Miss Paiement's division.
	M. Ethier..... .	D.	200	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	....	
	M. Paiement.	D.	225	1	1	....	....	.. .	....	....	....	....	....	....	....	....	....	....	.....	.....	....	
	A. Simoneau.....	Per.	160	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	....	

VILLAGE OF HAWKESBURY (SEPARATE).

No. and kind of School Section. P. Public, S. Separate.	Teachers: Name of Teacher.	Class of Certificate.	Salary.	Teachers trained in Plantagenet M. S.	Number of terms each has attended.	Pupils: Number of pupils on roll.	Number on roll in 1889.	Number in attendance.	Number of English speaking pupils on roll.	Number of English speaking pupils on roll in 1889.	Number of French pupils learning English.	Number of French pupils learning English in 1889.	Number of French pupils not learning English.	Number of French pupils not learning English in 1889.	Text-Books: Number of classes in English reading books.	Number of classes in English reading books in 1889.	Number of classes in other English text-books.	Number of classes in other English text-books in 1889.	Time given daily to English, or teaching in English.	Time given daily to English, or teaching in English in 1889.	Time given daily to religious instruction during school hours.	Remarks.
....	Taught by Nuns....	.....	$ 200	....	....	292	170	197	33	....	239	170	20	....	12	3	....	1	Hours 3	Hours 3½	Hours	This is a Separate school with four divisions and Nuns are employed as teachers. In the First (lowest) division, the pupils were well taught and were making a good beginning in English. In the Second division the pupils did fairy well, but were taught too much by translation. In the Third division the work was excellent. In the Fourth division all teaching is in English and the pupils can scarcely be distinguished from English pupils.

VILLAGE OF L'ORIGNAL (PUBLIC).

....	C. Duperré.	D.	250	N.S Q.	....	108	86	73	....	2	108	61	.....	23	4	5	3	2	3½	3	¼	In Senior division all classes did very well indeed. Pupils could express themselves well in English. The Junior division was making very fair progress, but more use should be made of the conversational method. Both teachers are working faithfully.
	E. Duperré.	D.	225	N.S Q.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	....

SUMMARY OF SCHEDULE.

Name of Township or Village.	Average salary.	Average salary in 1889.	Teachers trained in Plantagenet Model School.	Teachers trained elsewhere.	Number of pupils on roll.	Number of pupils on roll in 1889.	Number in attendance.	Number of English speaking pupils on roll.	Number of English speaking pupils on roll in 1889.	Number of French pupils learning English.	Number of French pupils learning English in 1889.	Number of French pupils not learning English.	Number of French pupils not learning English in 1889.	Number of classes in English reading books.	Number of classes in English reading books in 1889.	Number of classes in other English text-books.	Number of classes in other English text-books in 1889.	Time given daily to English or teaching in English.	Time given daily to English in 1889.	Time given daily to religious instruction during school hours.	Schools and departments visited.
	$	$																Hours.	Hours.	Hours.	
Alfred	236	209	5	....	444	395	309	8	17	436	278	....	100	37	22	19	2	$3\frac{1}{6}$	$1\frac{5}{6}$	.....	9
Caledonia	242	190	2	....	148	134	91	6	8	142	60	....	66	13	9	2	....	$2\frac{5}{6}$	$1\frac{3}{4}$	.....	3
Cambridge	245	240	1	1	279	236	177	21	26	246	165	12	45	20	10	6	....	$3\frac{1}{6}$	$1\frac{1}{2}$	$\frac{2}{3}$	5
Clarence	226	215	12	....	825	734	571	22	12	786	601	17	118	48	30	23	4	$2\frac{1}{6}$	$1\frac{1}{6}$	$\frac{1}{2}$	15
Cumberland	262	242	1	1	144	87	60	56	23	88	64	....	....	10	9	8	2	$5\frac{1}{6}$	$3\frac{1}{2}$	$\frac{1}{4}$	2
Longueil	232	212	1	....	90	89	65	....	....	90	60	..	29	8	10	3	1	$2\frac{1}{3}$	2	....	2
East Hawkesbury	207	167	7	....	234	217	129	22	25	210	118	2	74	19	17	13	1	$2\frac{5}{6}$	$1\frac{1}{3}$	$\frac{1}{2}$	5
North Plantagenet	242	254	9	2	618	695	446	30	60	618	490	....	145	51	27	6	....	3	$2\frac{1}{4}$	$\frac{1}{2}$	13
South Plantagenet	229	203	5	....	193	231	134	6	17	187	139	....	75	22	15	8	....	$2\frac{5}{6}$	$1\frac{1}{4}$	$\frac{1}{12}$	5
Russell	252	238	3	....	188	203	91	10	3	170	149	....	51	12	8	3	2	$3\frac{1}{6}$	$\frac{2}{3}$	....	3
Rockland	221	325	1	....	269	159	149	8	33	261	126	....	....	12	5	4	1	$2\frac{1}{3}$	$\frac{1}{4}$	....	4
Hawkesbury	200	225	....	....	292	170	197	33	....	239	170	20	....	12	3	....	1	3	$\frac{1}{4}$	....	4
L'Orignal	237	230	....	2	108	86	73	....	2	108	61	....	23	4	5	3	2	$3\frac{1}{2}$	3	....	2
Total	*233	*227	47	6	3862	3436	2492	222	226	3581	2484	59	726	268	177	119	25	Average $3\frac{1}{6}$	Average $2\frac{5}{6}$	Average minutes 14	72

*Omitting Rockland—Average 1893, $234; average 1889, $217.

THE ANNUAL REPORT

FOR

UPPER CANADA COLLEGE

FOR THE

YEAR ENDING JUNE 30th,

1893.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

TORONTO:
WARWICK BROS. & RUTTER, PRINTERS, &c., 68 AND 70 FRONT ST. WEST.
1894.

CONTENTS.

	Page.
I. Report of Trustees	5
II. Report of Principal	7
The attendance	7
University scholarships	8
Boys leaving	8
Number in the various branches of study	9
The Staff	9
The general organization of the school	10
The Classical Department	10
The Modern Department	10
The Science Department	10
The Commercial Department	10
The Musical Department	11
The Art Department	11
The Report of the Department of Classics	11-13
" " " Modern Languages	13-15
" " " English and Literature	15-17
" " " Mathematics	17, 18
The Report of the Science Department	18
" " Commercial Department	18-20
" " Musical Department	20
Physical Training in the College	20-24
The College Times	25
The Camera Club	25
The Prize List	26-29
The Roll 1892-93	30-32
Appendix I., Statement of the Income and Expenditure for 1867 to 1893	33-35
Appendix II., the average attendance of boarders and day boys each term since 1830	36
Appendix III., Inspector's Report	37-41
Appendix IV., the Physician's Report	41-44
III. Bursar's Statement	45-56

REPORT

OF THE

TRUSTEES OF UPPER CANADA COLLEGE

FOR THE YEAR 1892-3.

To His Honor, GEORGE AIREY KIRKPATRICK,
Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOR :

The Trustees of Upper Canada College beg to submit herewith the statement of the Bursar, showing the receipts and expenditures for the year 1892-3, and also the report of the Principal, showing the attendance of pupils for the same period of time.

The Trustees regret that the financial statement of the College is not as satisfactory as they would desire. The receipts for the year 1892-3 show a decrease of $8,305.95 as compared with the year 1891-2. The entire revenue of the College in 1891-2 was $46,253.20, and in 1892-3 $37,977.25. The expenditure for the corresponding years was $42,227.26 in 1891-2, and $45,658.40 in 1892-3. In our report of last year we were able to make the gratifying announcement that the College, out of its own resources, and without any endowment or public aid whatever, showed a surplus of $4,000 over and above expenditure. This year we regret to announce a deficit of $7,681.15, arising mainly from the reduced attendance of boys in residence, the number in 1891-2 being 165, and in 1892-3, 138.

The reduction in attendance, in the opinion of your Board, was owing to several causes :—First, the financial depression which prevailed throughout the Province ; secondly, the increase in the number and efficiency of the High Schools and Collegiate Institutes of the Province during the last few years ; thirdly, the establishment of a number of additional residential schools for boys; fourthly, the opening of two large Collegiate Institutes in Toronto, where formerly there was but one.

The report of the Inspector of High Schools hereto annexed, shows that the efficiency of the College has been well maintained, and that it ranks high, both as to its teaching staff and equipment. The honors obtained at the University examinations last year, fully confirm the testimony of the Inspector.

With regard to the increased expenditure of 1892-3, it is to be observed that there is an increase of $1,800 in the salaries of the staff, $500 in the retirement fund, $500 in the water rates, $600 in general repairs, and the item of $1,212.43 in insurance, which were abnormal expenditures, and which will not appear in the current year. By changes made in the staff, the salaries for 1893-4 will be considerably reduced. The water rate will not in all probability exceed $800. The item for insurance will not appear at all, as the amount paid last year secures

the insurance of the property for three years. The expenditure for general repairs can also be reduced. Were it not for the abnormal items just mentioned, the deficit of the College for the financial year just closed would have been a good deal less than the surplus of the preceding year.

In view of the reduced attendance, your Board has very carefully considered how best to maintain the financial standing of the College. Two courses were open: one to secure, if possible, an increased attendance, and the other to effect a substantial reduction in the expenditure. So long as the financial depression lasts your Board is of the opinion that the attendance at the College can not be very largely increased. Care, however, has been taken to place its advantages as a residential school before the country, both by circular and by advertisement. Should the attendance of the first two terms of the present academic year continue, the College will have an assured income of $34,000, and taking the expenditure of the first six months of the financial year as a basis, the total expenditure for the whole year should not exceed $33,000.

While fully conscious of the importance of exercising the greatest economy in the administration of the affairs of the College, we shall endeavor to maintain the same high degree of efficiency which has characterized its past history. In no case have reductions been made in the teaching staff which can possibly affect injuriously the standing of any pupil in attendance.

Several improvements were made during the past year which will, we trust, add to the comfort of the pupils and increase their facilities for recreation. A covered rink 112 feet x 50 feet was erected in the rear of the College, which can be used for skating in winter and for military drill in the summer months. A swimming bath was also constructed and placed in charge of a suitable attendant, every boy in residence, with one exception, who had not before acquired the art of swimming, having learned to swim, during the autumn months, under the direction of the officer in charge. Other improvements of a minor character have been made, but as they are referred to in the report of the principal, we pass them over.

Your Board had the honor of receiving His Excellency, the Earl of Aberdeen, and the Countess of Aberdeen, at the College on the occasion of their recent visit to Toronto. His Excellency expressed his appreciation of the College buildings and grounds, and his deep interest in the educational work which is carried on within its walls.

Your Board would also recognize the great interest which, as Visitor of the College, Your Honor has always taken in its prosperity, and desires, to express its gratitude for the kindness of yourself and Mrs. Kirkpatrick in attending its exhibitions and receptions.

Signed on behalf of the Board of Trustees,

JOHN BEVERLEY ROBINSON,
Chairman.

PRINCIPAL'S REPORT.

To His Honor, the Honorable George Airey Kirkpatrick, Lieutenant-Governor of the Province of Ontario, and Visitor on behalf of the Crown, of Upper Canada College (Deer Park)—Toronto.

May it Please Your Honor:

The Principal of Upper Canada College begs leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the year ending June 30th, 1893:—

There were enrolled during the year 314 boys, of whom 168 were in residence for whole or part of the year. The average attendance was 251, or about 80 per cent. of the enrollment. The percentage of High Schools and Collegiate Institutes was about 60. The high percentage of the College is not due entirely to the presence of resident boys, as the day boys were quite as regular in their attendance as the boarders, notwithstanding the distance of the College from the city. Dr. L. R. Klemm, who prepared the report on the Schools of Germany for the Educational Bureau of the United States remarks:—"The efficiency of a large school, both as regards the nature of the class-room work and the organization, may be estimated by the average daily allowance; the better it is the higher the daily average."

The attendance during the year just ended did not reach that of the years immediately preceding the removal to Deer Park. This could scarcely be expected in view of the stringency of the times, the formidable competition among the schools, and the many difficulties encountered since opening here. Three new residential schools have been recently started in the Province, and two old ones revived. Two new Collegiate Institutes have been opened in Toronto and one in Toronto Junction; in these the tution fee is about one-third that charged in the College. The general high state of efficiency of all the High Schools and Collegiate Institutes of the Province and the low fee charged by them no doubt attract some boys, who, if the College fees were lower, would attend here.

Twenty years ago, when the High schools were not equipped as they are to-day, Upper Canada College, by the excellence of its work and its system of valuable exhibitions, attracted some of the brightest pupils of these schools. Its high standing was easily maintained then, the competition being comparatively weak. At the present time there are 35 Collegiate Institutes, all of them able to prepare candidates for the highest honor standing at University Matriculation. Then there are nearly 100 High Schools doing the same work as these Collegiate Institutes.

Since 1841, when King's College was established, Upper Canada College has won Matriculation Scholarships every year, excepting on two occasions. No other school has been able to do this, and the most significent fact is that it has done quite as well at these examinations in recent years, when the competition was most formidable, as it did in former years when the competition was weak and the standard of examinations lower.

UNIVERSITY SCHOLARSHIPS.

Obtained at Matriculation from 1883 to 1893, Toronto University.

1883.—McArthur, R. A.	Prince of Wales.
Smith, A. G.	4th General Proficiency.
1884.—Jones, J. E.	Prince of Wales.
1885.—Biggar, G. C	3rd General Proficiency.
Moss, J. H	4th General Proficiency.
1886.—MacDonald, A. A.	Modern Languages.
MacDonald, A. A.	Prince of Wales.
1887.—Leacock, S. B.	1st General Proficiency.
Jones, B M.	3rd General Proficiency.
1888.—Crocker, H. G.	Prince of Wales.
Crocker, H. G.	1st Mathematics.
Crocker, H. G.	Modern Languages.
Crocker, H. G.	1st General Proficiency.
Shiel, A. J.	2nd General Proficiency.
1889.—Macdonnell, G. F	Prince of Wales' Scholarship.
Macdonnell, G. F.	2nd in Classics.
Macdonnell, G. F	2nd in Mathematics.
Macdonnell, G. F.	General Proficiency.
Geary, G. R.	Modern Languages.
1890.—Moss, C. A	2nd General Proficiency.
Lash, W. M.	3rd General Proficiency,
1891.—Hayter, R. J. E.	1st Royal Military College.
Frith, G. R.	2nd Royal Military College.
1892.—Kirkpatrick, G. H	1st Royal Military College.
Franchot, R.	2nd Moderns and Mathematics.
Franchot, R.	6th General Proficiency.
Bruce, H. A.	2nd Classics and Moderns.
Edgar, W. W.	3rd Classics and Moderns.
1893.—Sandwell, B. K.	2nd General Proficiency.
Sandwell, B. K.	1st Mathematics and Classics.
Sandwell, B. K.	2nd Mathematics and Moderns.
Creighton, C. D.	Frederick William Mason Scholarship.

Of the boys who completed the course 22 passed University and other leaving examinations.

I. UNIVERSITY OF TORONTO (Faculty of Arts.)

Sandwell, B. K.	Kelso, C. H.
Creighton, C. D.	Lefroy, A. G.
Watt, A. D.	Boultbee, H.
Leslie, F. G.	Maclennan, F. J.
Moss, W. P.	Badenach, E. S.
Campbell, A. A.	McMaster, T. G.
Counsell, J. C.	Robertson, A. R.
Eby, H. D.	Wilson, R. C.
Haskell, C. T.	Wood, T. H.

Gurney, W. C. (U. C. C. 1889-92).

II. McGILL UNIVERSITY (Faculty of Applied Science.)

Farmer, T. W. King, J. W. D. C., (Medicine). Haskell, C. T.

III. MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

MacMillan, J. P.

IV. ROYAL MILITARY COLLEGE.

Denison, F. C.

V. SCHOLARSHIPS—(University of Toronto).

Sandwell, B. K., *Second* General Proficiency.
Sandwell, B. K., *First* Mathematics and Classics.
Sandwell, B. K., *Second* Mathematics and Moderns.
Creighton, C. D., Frederick, William Mason Scholarship.

Fifteen completed the Commercial Course and received the school certificates.

Six entered machine shops with the view of preparing themselves for electrical and mechanical engineering.

Five entered banking houses.
Three are engaged in lumbering operations.
Twenty-two are in mercantile houses.
Three in schools of science.
Five in manufactories.
Eight farming.

The number in the various subjects of stu ly during the year was as follows :—

Latin	235
Greek	92
French	270
German	144
Arithmetic	314
Algebra	297
Euclid	246
Trigonometry	21
English Grammar, etc	314
English Composition	314
English Literature	314
Chemistry	16
Physics	8
Commercial subjects	68
Drawing	166
Music	240
Typewriting	21
Phonography	26
Military Drill	42
New Physical Drill	280
Swimming	163

STAFF.

The Principal

And First English Master: George Dickson, M.A.

The Masters:

First Classical Master and Dean of Residence: W. S. Jackson, B.A.
First Mathematical Master: G. B. Sparling, M.A.
First Modern Language Master: S. B. Leacock, B.A.
Science Master: A. Y. Scott, B.A., M.D., C.M.
Second Classical Master: A. A. Macdonald, M.A.
Second Mathematical Master: D. Hull, B.A.
Second English Master: W. Allan Neilson, M.A.
Second Modern Language Master: O. Pelham Edgar, B.A.
Third Classical Master: F. W. Terry, M.A.
Third Mathematical Master: J. H. Collinson, M.A.
First Commercial Master: G. W. Johnson, C.A.
Second Commercial Master: W. G. Armstrong, B.A.
Musical Director: Walter H. Robinson, Esq.
Instructor of Piano and Composition: W. O. Forsyth, Esq.
Drawing Master: R. Holmes, Esq.
Gymnastic and Drill Instructor: Sergt. Halfpenny.
Matron: Mrs. Sewall.
Housekeeper: Mrs. Cameron.
Physician: James Thorburn, M.D.
Bursar: J. E. Berkeley Smith, Esq.
Janitor: G. Frost.
Engineer: R. Saxby.

The General Organization.

The School is divided into—

(1) The Upper School, comprising the
Upper Sixth Form (Senior Leaving or Honor Matriculation Classes).
Lower Sixth Form (Junior Leaving or Pass Matriculation Classes).
Fifth Form.

(2) The Middle School, comprising the
Fourth Form, Upper Modern and Upper Commercial Forms.
Third, Lower Modern and *Lower Commercial Forms.*

(3) The Lower School, comprising the
Second Form.
First Form.

The course of instruction consists of :—

I. The Classical Department :

In this course the College is divided into six forms or grades, and the regular curriculum extends over a period of six years, though by steady application and hard study some boys are able to pass through the six forms in five or even four years. The full curriculum embraces an extended course in Biblical knowledge; Latin, Greek; Arithmetic, Algebra, Euclid, Trigonometry; French, German, English Grammar, Literature and Composition; History and Geography, both ancient and modern; Chemistry, Physiology, Physics, Botany; Freehand Drawing, Music, Gymnastics, Fencing, Drill Exercises and Swimming.

To complete the Classical Course the following subjects must be taken :— Latin, Mathematics, English History, Geography, and one of the following groups: (*a*) Greek, (*b*) French and German, (*c*) French and one of the Natural Sciences, (*d*) German and one of the Natural Sciences.

Pupils may enter at any time, and at any period of the course; the best time to enter, however, is at the commencement of the session in September, when the classes are organized for the year.

II. The Modern or Science Department :

This course includes French, German; English Grammar, Literature and Composition; Modern History and Geography; Arithmetic, Algebra, Geometry, Trigonometry; Physiology, Botany, Physics and Chemistry (Theoretical and Practical); Drawing (the Primary Course of the Government Art School curriculum); Vocal Music; Gymnastics, Fencing, Military Drill and Swimming.

To complete the Modern Course the following subjects must be taken :— Mathematics, English History, and Geography, Natural Sciences, Botany Physics and Chemistry, and either French or German; both of these languages are recommended.

To enter this department the pupil must have passed through the First and Second Forms of the Classical Course, or must have passed the High School Entrance Examination.

It extends over a period of three years, and is a preparatory training for the School of Practical Science.

III. The Commercial Department :

The design of this Department is to afford boys intended for business a thorough grounding in the English, Mathematical and Science subjects of the Classical Department, together with French and German, and at the same time to give them an efficient training in Book-keeping in all its phases possible, and a general

knowledge of the routine of Banking, Store-keeping, Shipping, Insurance, Business Correspondence, and the handling of commercial paper of all kinds. Shorthand is carried up to the point of efficiency as to speed, and Typewriting as practically applied in turning out commercial documents, is also taught. The complete course extends over a period of two years, and an effort is made in this Department to combine all the advantages of a practical business education with the mental culture of a classical course. The course is similar to the one prescribed by the College of Preceptors, England, and adopted by the London Chamber of Commerce. The qualifications for admission to this Department are the same as those required of boys entering the Modern Course, viz:

(1) Having "passed out" of the Second Form.

(2) Having passed successfully the High School Entrance Examination, or the equivalent of these.

To complete this course the following subjects must be taken: Arithmetic, Algebra, Practical Geometry, Linear Perspective, English and Literature, History and Geography. Book-keeping (single and double entry), Banking, Commercial Law, Business Usages, Indexing and Precis Writing, French or German (both are recommended). Typewriting, Phonography, Chemistry, Physics, Botany and Elementary Geology and Mineralogy, and optional subjects.

IV. The Musical Department:

This Department includes a training in Vocal and Instrumental Music. Harmony and Counterpoint. Arrangements have been made for instruction on the piano, violin, violoncello, flute and piccolo, cornet and other brass instruments

In the Theoretical Department pupils can have their choice of the English or German School of Theory and Composition, which will comprise the following subjects:

1st year—Harmony.

2nd year—Harmony, Counterpoint, beginning of Canon and Fugue.

3rd year—Harmony, Counterpoint, Canon and Fugue, Form and Composition.

V. The Art Department:

In this Department the advanced Art Course and the Mechanical Course of the Government Art Schools of Ontario are taken up.

REPORT OF THE FIRST CLASSICAL MASTER, W. S. JACKSON, B.A. REGARDING THE WORK OF THE DEPARTMENT OF CLASSICS.

To G. Dickson, M.A.,

Principal Upper Canada College:

I beg to report that the following work has been done in the Classical Department during the session of 1892-1893.

With the opening of the College in September the study of Latin was begun in the *First Form*, which has been taken through the declension of nouns, adjectives, and pronouns, to the end of the four regular conjugations; easy exercises have been set, both in translation and composition, mainly but not altogether taken out of the text-book, which is the authorized First Latin Book.

In the *Second Form*, in addition to a review of the work which is regularly done in the First Form, the irregular nouns, adjectives, and verbs have been studied; graduated exercises have been set in translation and composition, both

out of the text-book and unseen, and home work in each has been begun. The first foundation has been laid in Greek, and the regular nouns, the commoner adjectives, pronouns, and some of the indicative tenses of the regular verb in w have been learnt. In addition to the Latin text-book of the First Form, the Initia Graeca has been used.

In the *Third Form* the whole of the ordinary accidence of the Latin Grammar, except the rules for derivation, has been covered; the principal rules of syntax have been learned; and the first twenty chapters of Caes: de Bell: Gall: Bk. I. translated. Besides original exercises, the first twelve of the text book on Latin Prose Composition have been done, both at home and in school. In Greek the work done has been the accidence to the end of the verbs in $\mu\iota$, and easy exercises in translation and prose composition. The text-books in use have been Caes: de Bell: Gall: Bk. I., Smith's Smaller Latin Grammar, Belcher's Latin Prose Composition, Latin Rules and Formulæ, Initia Graeca.

The Fourth Form has read, in Latin, Caes: de Bell: Gall: Bk. V. to end of chapter xxiv; Verg: Aen: Bk. II. to end of v. 250; accidence and further rules of syntax; original exercises and the first twelve of Bradley's Arnold's Latin Prose Composition; rules for gender of nouns: in Greek, Xenoph: Anab: Bk. V., chapters i to iii; to the end of accidence; the chief rules of syntax; exercises in Greek prose composition. Text-books in this Form; Caes: Bell: Gall: Bk. V., Smith's Smaller Latin Grammar, Bradley's Arnold's Latin Prose Composition, Latin Rules and Formulæ, Xenoph: Anab: Bk. V., Curtius' Greek Grammar.

Fifth Form.—Latin work: Caes: de Bell: Gall: Bk. II.; the whole of the Latin Grammar (except prosody); Bradley's Arnold's Latin Prose Composition, exercises i—xxiv, and xlix to li. Greek work: Xenoph: Anab: Bk. IV, chapter iii to the end; Hom: Il: Bk. VI.; accidence and selected rules of Syntax in Goodwin's Greek Grammar: Abbot's Arnold's G. Prose Composition, exercises i—xii.

Form VI.—In the lower division the whole of the pass work in Latin, Greek, and Ancient History has been read, as prescribed by the University of Toronto for pass matriculation; and in the upper division the honor work for the same; the authors read being, in the lower division, Caes: Bell: Gall: III. and IV., Verg: Aen: I., Xenoph: Anab: I., Hom: Il: I; in the upper division, Verg: Aen: III., Cic: de Imper: Cn: Pomp:, pro Marcell:, pro Arch:, Hom: Od. IV., Plat: Euthyphro and Laches.

The pronunciation of Latin used throughout the school has been the Roman. Besides being at least approximately correct, which neither the English nor continental methods confessedly are, it has other manifest advantages. It has induced increased interest in the study of the language, especially in the lower and middle Forms; the unusual sounds of vowel and consonant have tended to fix attention and assist memory, and its general benefit in prosody has been very apparent; but above all it has made it possible to give the true quantity of the terminations, which in the English method could only be done by giving them un-English and therefore unnatural sounds. Nothing but its general adoption will ever make the spoken language intelligible among the scholars of different nationalities. The Greek pronunciation, as far as agreed upon, has been given to the sounds of the Greek vowels. It would be a further improvement to adopt the Greek accents, the written use of which has been carefully taught in the College.

Three boys tried the Honor Examination in Classics at matriculation for the University of Toronto. Of these, B. K. Sandwell obtained first class honors, and the first scholarship for classics and mathematics combined; C. D. Creighton and W. P. Moss obtained second class honors.

The only complaint made about the results of classical teaching in the College is the want of power shown by the boys whom we send out. Very few indeed can read at sight even ordinary Latin or Greek authors with whose style they are unacquainted. The cause is to be found in the restrictions imposed on the masters by the the University curriculum. For a pass examination it is right and natural to prescribe certain limited portions of special authors, the advantage to the students being found in the excellent training afforded by these languages, the possibility of future devotion to them as objects of special attention, and the necessity of an etymological acquaintance with them for the intelligent study of our own and other languages. But in an honor examination something more is required. Here the studeuts are competing for distinction. They are taking up classics as their chosen peculiar field for inquiry. The object is not to reach a certain standard, but to prove a more or less thorough acquaintance with the subject, and the examiners must surely desire to ascertain this rather than the capability of patient memorising of a confined portion. In addition to the work prescribed for the pass examination, candidates should be exhaustively examined in unseen work. Several pieces in the different styles of prose and poetry for translation and composition in the different languages, in addition to the Grammar papers, would bring the best men surely to the front, and lend ever new and varied interest to the efforts of both masters and boys.

W. S. JACKSON, B.A.,
First Classical Master.

REPORT OF THE FIRST MODERN LANGUAGE MASTER, S. B. LEACOCK, B.A., REGARDING THE DEPARTMENT OF MODERN LANGUAGES.

To G. Dickson, M.A.,
Principal, Upper Canada College :

French.

French is taken in all the forms of the College, the full course covering six years. At the end of the course the pupil is expected to have a ready understanding of the spoken language with a reasonable facility in its use, to be able to read ordinary French with ease and to have some knowledge of the outlines of French history and literature. While an accurate knowledge of the written language and its grammatical structure is considered requisite, at the same time throughout the entire course the utmost importance is attached to the practical use of the language in speaking. With this end in view oral methods are employed as much as possible, and the pupil is accustomed to depend upon the ear rather than the eye in the aquisition of the language.

The following is a summary of the work and methods in detail.

In the first and second forms the pupil learns the vocabulary of nouns and adjectives applying to common objects, with a sufficient knowledge of verbal forms to enable him to compose short sentences. In these forms particular attention is given to the acquirement of an accurate pronunciation and correct accent. Picture cards and similar devices are used to aid the pupil's memory in mastering the vocabulary. Oral methods are chiefly used in the teaching of these classes, but written exercises and dictation are also given.

In the Third and Fourth Forms (Middle School) the pupil having mastered the ordinary vocabulary and simpler verbal forms, enters upon the systematic study of grammar. In order, however, that his training in the practical side of the language may not be neglected, the instruction is largely given in French. The pupil learns at the outset the ordinary French grammatical terms, after which the questioning in the grammar lessons is done in French. In these forms the pupil has more practice in writing than in the lower school, consisting of both written homework and exercises in dictation. He begins also the reading of French authors; in the third form he reads short fables and simple stories, in the fourth longer extracts and easy poetry. On completing the work of the fourth form the pupil has finished the High School French Reader and the most important sections of the High School French Grammar.

In the Fifth Form the work is mainly of the same nature as in the fourth; the grammatical treating as before is conducted in French and about equal importance is attached to written and oral methods. The additional features of the work in this form are the writing of letters in French and the translation of one or more complete prose works. On leaving this form the pupil is supposed to have mastered the main points of French Grammar and to be able to read ordinary prose with comparative ease.

The work in the Lower Sixth (pass matriculation class) is, owing to examination requirements of a somewhat different character to that of the other forms. As the pupil is now being prepared for a written examination which is calculated rather to test his accuracy in handling grammatical rules and in literal translation, than to elicit his practical acquaintance with the language as a vehicle of thought, additional prominence is given to exactness in the study of grammar and to proficiency in translation.

In the Upper Sixth the course is a somewhat more advanced one. As the pupils in this form are honor candidates for matriculation and are intending, as a rule to devote their University studies to modern languages, the instruction is such as is calculated to give them a proper command of French from all points of view. The utmost stress is laid upon the oral side of linguistic education and conversational methods predominate in the teaching. In addition to the reading of prose authors, one or more dramatic works are read and made the basis of conversational exercises in French. In order to further interest the pupil in his study of the language, some knowledge of French History and Literature is imparted to him. For this purpose he is given a series of conversational lessons in French upon historical and literary topics, from which he draws material for French compositions. These compositions embrace in the outline the history of France from Louis XIV. to the present day and of French literature during the same period. Single topics of special importance such as the French Revolution and the Romance Movement are treated more in detail. It is hoped that by this means, the monotony of linguistic study will be agreeably relieved by the introduction of interesting material, and that the interest thereby fostered in the literature and history of France will induce the pupil to make his sixth form work in the College a stepping-stone to more advanced studies in the same direction.

German.

The work in German is of the same character as in French, but the course only extends over four years. The methods in teaching are the same except that in the lower forms more prominence is given to written exercises in order that the pupil may learn the German script.

The course begins in the third form. The work in this form covers the declension of nouns and the conjugation of regular verbs. The High School German Grammar is used.

In the fourth form the work in the Grammar is continued and the pupil commences the translation of miscellaneous extracts of prose and poetry. German dictation is given from time to time.

In the fifth form the pupil finishes the first part of the High School German Grammar (accidence), does more advanced German translation and translates short English stories into German (Stein's Prose).

In the sixth form (Lower and Upper) the pupil is prepared for Pass and Honor Matriculation. The method of instruction is substantially the same as in French.

I am strongly in favor of the abolition of prescribed texts at matriculation. It has been my experience that if a pupil is required to master the translation of a specified book, the aim and character of his work is materially affected for the worse. Instead of striving for a real mastery of a foreign language, he commits to memory the contents of the work in question in his own language. He may in this way acquire fluency in his mother tongue and a certain dexterity in translation, but he can learn next to nothing of the foreign language. Naturally, also, it is impossible to pursue the best method of linguistic teaching in dealing with pupils who are preparing for an examination of this sort. The master is compelled to adapt his instruction to the pupil's end in view, and the character of the work necessarily suffers. In my opinion, therefore, matriculation examination in the languages should be remodeled. The end proposed should be to test the candidate's knowledge, not of his own but of a foreign language. Prescribed texts and memorizing grammatical rules in English should give place to exercises in composition and dictation calculated to test the candidate's power of using the foreign language as a means of expression.

S. B. LEACOCK, B.A.,
First Modern Language Master.

REPORT OF THE ENGLISH MASTER, W. ALLAN NEILSON, M.A., REGARDING THE DEPARTMENT OF ENGLISH AND LITERATURE.

To G. Dickson, M.A.,
Principal, Upper Canada College:

This department includes English Literature, Language, Prose Composition, Reading, Spelling, History and Geography, all of which are taught in every form, the proportion of time devoted to each varying as the pupils advance; and in addition to these branches, Rhetoric and Prosody are taught in the Upper School. The following is the division of time among the various subjects.

I. Lower School.

The ten periods a week given to the *First Form* are divided into three for Reading, with explanations of words, etc., three for Spelling, memorizing Poetry, and supplementary reading; two for grammar, including composition, punctuation, etc.; and two for History and Geography. The special portions of History taught in this form are, in England, from the earliest times to Edward III., and in Canada, from the discovery of America to the capture of Quebec. In geography,

Ontario and England are particularly studied. The supplementary reading consists of standard pieces of poetry and prose, and selections intended to cultivate general intelligence. Kingsley's "Greek Heroes," Church's "Stories from Homer," a number of ballads, and "Clodd's Childhood of the World" have been read and found inspiring and profitable.

The *Second Form* has three periods a week for Reading, Spelling, and memorizing Poetry, two for Grammar and Composition, and two for History and Geography—seven in all. The special period in English History is from Edward III. to Henry VII., and in Canadian History, from the capture of Quebec to Confederation. The special Geography is that of Canada and the United States.

II. Middle School.

The *Third Form* divides its five periods a week into two for Reading and Spelling, one for Grammar and Composition, and two for History and Geography. The special periods in History are from Henry VII. to the English Revolution; and in Canadian History from Confederation to the present day, with particular attention to the Constitution; while the Geography is that of the British Empire.

In *Form IV. A.*, seven periods in all are given to English—two to the History of English Literature, illustrated with copious examples from the principal authors, three to Grammar with Composition, and two to the History of England from 1815 to the present day, and the Geography of the continents, particularly Europe. *Form IV. B*, has the same subjects, but is allowed only one period to Grammar, and two to History and Geography.

III. Upper School.

The *Fifth Form* has only three periods a week for English, one for Literature, in which the poetical Literature for Pass Matriculation of the next year is read; one for Grammar and Composition, and one for History and Geography. The History is the same as for honor Matriculation, and the Geography is taught to illustrate the History.

The *Sixth Form* is divided into a Pass Matriculation class and an Honor Matriculation class. Together they give one period a week to Grammar, and one to Pass History (1688-1815); the Pass class gives two periods a week to the prescribed Prose Literature and Rhetoric, and one period to the Poetical Literature and Prosody. The Honor class reads Chaucer and Shakespeare twice a week; and History once a week after school. The Honor class gets its Pass Literature and Rhetoric also after school hours.

The Text-Books used are those authorized by the Education Department. Of these the Readers are found highly satisfactory. The old edition of the Public School History was somewhat uninteresting; the new High School History, which is intended for use up to Pass Matriculation is not nearly full enough for Sixth Form boys; and Green's Short History, however admirable from a literary point of view, is hopelessly difficult and lacking in arrangement for use as a school text-book. Both the High School and Public School Geographies, though containing much valuable information, are found too diffuse and cumbrous for use in a school where the pressure of languages allows only one period a week to the subject; a smaller book, having its information clearly arranged and leaving more to the teacher, would be more satisfactory. Even the boys in the highest forms find the High School Grammar very difficult; it being more suitable for University students than school boys. The Poetical Literature for Pass Matriculation, 1894, is Scott's "Lady of the Lake," but experience in

teaching it seems to suggest that something might be prescribed which would afford scope for more minute criticism. Milton, Coleridge, Byron, Keats, Tennyson and Matthew Arnold, to take only a few examples, could each afford texts giving opportunity for more thorough literature teaching than Scott; while the best work of the minor poets could be taken up by the use of a good volume of selections such as Palgrave's "Golden Treasury." In the prescribed Prose Literature, Scott serves the purpose well, but Black's "Goldsmith" is not of sufficient quality or interest to merit class-room study. The shorter prose works of Johnson, Addison, Lamb, and Macaulay could furnish examples of criticism which would at the same time serve as models for style.

It would be a great relief to teachers of English if the Department were to be more definite in stating the requirements in Grammar. At present the prescription is so vague, and the papers vary so much from year to year, that it is hard to know how to prepare for it.

The main criticism to be passed on the arrangement of this department bears upon the small number of periods given to English and History in Form V., which has only three periods altogether, and in the Honor class, which has only four in the regular school hours—one less than the Pass class. It may be, however, that the requirements of the other departments render a more adequate apportionment of time impossible.

W. ALLAN NEILSON, M.A.,
English Master.

REPORT OF THE FIRST MATHEMATICAL MASTER REGARDING THE DEPARTMENT OF MATHEMATICS.

To G. Dickson, M. A.
Principal U. C. College.

Report of the work done in the Mathematical Department during the Academic year 1892-3.

Lower School.

Form I.—*Arithmetic*, Compound Rules, Reduction, Vulgar Fractions. Time, 5 periods a week.

Form II.—*Arithmetic*, Vulgar and Decimal Fractions. Time, 5 periods a week.

Algebra, the four Elementary Rules. Time, 2 periods a week.

Middle School.

Form III.—*Arithmetic*, Text-Book (Ballard, Mackay & Thomson), pp. (1-115).
Algebra, Factoring, H. C. F., L. C. M., Fractions.
Euclid, Book I., (1-26), Deductions.
} Time, $\frac{4}{15}$ of day.

Form IV.—*Arithmetic*, Commercial.
Algebra, to end of Simple Equations.
Euclid, Books I. II. Deductions.
} Time, $\frac{1}{3}$ of day.

Upper School.

Form V.—*Arithmetic*, General Problems.
Algebra, to the end of Quadratic Equations.
Euclid, Books III. and IV. Deductions.
Trigonometry, Ratios and Logs.
} Time, $\frac{1}{3}$ of day.

Lower VI.—University Passwork. Time, $\frac{1}{3}$ of day.

Upper VI.—University Honor Work. Time, $\frac{1}{3}$ of day.

All candidates who presented themselves for matriculation at the Universities, or other public institutions *passed* in Mathematics; and in Honors at Toronto University, one obtained *first* class; four obtained *second* class.

At Toronto University two scholarships were obtained in Mathematics in conjunction with Classics and Moderns respectively.

GEO. B. SPARLING, M.A.,
First Mathematical Master.

THE REPORT OF THE SCIENCE DEPARTMENT.

The work in the Science Department, which is taught experimentally, included Chemistry and Physics as required for pass matriculation, and in the Spring Term Field Botany was taught.

The University Senate, having control of the curriculum for matriculation, gives direction and character to the work done in this, as in the other departments of college work. It is to be regretted that the needs of secondary education are not more considered in preparing the examination papers, many of which are beyond the limit that the secondary schools are able to go. The examination of the structure of fishes, frogs, snakes and birds requiring the use of the dissecting knife and the microscope, cannot be carried on in a school with the same good results as the work of the other departments. The Chemistry is perhaps too technical, and the Physics requires a knowledge of Mathematics that many boys do not possess.

The time-table provides two periods of 45 minutes a day for each of the departments, Classics, Mathematics and Moderns. The sciences are taken by those boys who omit one or more of the subjects of the three departments mentioned above. The science pupils generally omit either Greek, Latin or one of the modern languages; this gives them an opportunity to work for one or more periods a day in the laboratory.

A. Y. SCOTT, B.A., M.D.,
Science Master.

REPORT OF THE 1st COMMERCIAL MASTER REGARDING THE COMMERCIAL DEPARTMENT.

To G. Dickson, M.A.,
Principal U. C. College.

In 1891 a Commercial Department was established for the benefit of pupils desiring a practical knowledge of business in addition to a thorough grounding in Public and High School subjects. The course is two years in length; and pupils, before entering upon it, are required to have passed the High School Entrance (or an equivalent) examination. Since its establishment, 137 pupils have been enrolled, 22 have completed the course, passed satisfactorily the Leaving examination, and received the College certificate. Of these 13 now fill responsible positions in banks, 4 are head book-keepers and 2 assistant book-keepers in various mercantile and manufacturing houses. During the past year 4 who had nearly finished the course left to take positions in banks—two in Toronto, one in Stratford and one in Hamilton. The following is a synopsis of the work covered:

Reading and Literature.—The daily papers are the text-book. These are read and studied as are the text-books in any other subject. Reports of committees, minutes of meetings, proceedings at conventions, resolutions, etc., constitute the reading matter that a business man is likely to be called upon to read in public. These are read with a view to the pupils becoming good, impressive, public readers. As a business man should be familiar with the meaning of every word and phrase in the financial and commercial columns of a newspaper, these are explained and their meaning illustrated.

Grammar, Composition and Spelling.—Grammar is taken up under the head of practical English—the correction of common mistakes, words and how to use them forcibly and accurately, sentences and how to construct them—the art of using good English. The exercises in composition deal principally with commercial correspondence, reports of committees, minutes of meetings, accounts of local events—in short, the kind of composition a business man needs specially to be familiar with. This includes a knowledge of punctuation and the use of capitals. In spelling, pupils are drilled upon the everyday words of the language, commercial terms as found in newspapers, and the words peculiar to business correspondence and literature.

French and German.—Pupils are required to take either French or German, but may take both. Special effort is made to impart a conversational acquaintance with these languages, attention being given to the acquirement of a knowledge of the words, phrases and idioms necessary to business correspondence in them.

Penmanship, Phonography, Typewriting.—Though ornamental penmanship and engrossing are taught, more persistent effort is made to secure a good, plain, rapid, graceful style of business writing. Phonography and Typewriting are optional. The equipment consists of five Remington typewriting machines. Pupils are taught how to keep the machines in order, and to do plain and tabular work with neatness, speed and accuracy. Aside from the practical value of a knowledge of typewriting, this is one of the best means of acquiring a knowledge of spelling and punctuation. Isaac Pitman's shorthand is the system taught, and pupils acquire a speed of from eighty to one hundred and fifty words a minute. Deciphering shorthand notes and reproducing them in longhand is a capital exercise in composition.

Book-keeping, Banking, Commercial Law.—Book-keeping is taught in all its forms and branches—single entry, double entry, wholesale, retail, manufacturing, municipal and joint stock accounts, auditing, the preparation of balance sheets and other financial statements. Pupils take the several positions in the U. C. C., bank in rotation, and learn in a practical way the routine of depositing and check-drawing, discounting, collecting, protesting, exchange, etc. In the practical department of the bank the pupils are required to deposit their pocket money which they withdraw from time to time as needed, by check. Commercial Law, so far as it relates to contracts, negotiable paper, partnerships and agency, is taught as fully as practicable.

Business Forms, Filing, Indexing, etc.—Pupils are taught the forms and essential features of all kinds of business papers, the best methods of filing and docketing them, indexing and precis-writing.

Arithmetic, Algebra, Drawing, Geography.—Those branches of Arithmetic more intimately connected with business transactions, such as interest, discount, percentage, commission, stocks and bonds, are most studied, nevertheless, persistent effort is made by the pupils to acquire speed and accuracy in simple computations. The Drawing is the practical geometry and linear perspective of the Art School

course. Physicial and Political Geography are not neglected, but particular attention is given to Commercial Geography—the resources, manufactures, imports, exports and commercial facilities of Europe and America generally, and especially of Great Britain, the United States and Canada. Algebra is taught through quadratic equations and the interpretation of formulæ sufficient for the computation of annuities, sinking funds, etc.

G. W. JOHNSON, C. A.,
Commercial Master.

The Musical Department.

The work of the Musical Department was somewhat disappointing in its results so far as the class-room instruction in vocal music was concerned. Six boys received instruction on the violin; twelve on the guitar, and thirteen on the piano. Several concerts were given by the Musical Society, one of which was given in the Pavilion of the Horticultural Gardens in aid of the Athletic Association, the net proceeds of which enabled us to complete the grading of the grounds and nearly finish the quarter-mile cinder track.

The College choir consisted of the following boys:

U. C. C. CHOIR '93.

Rev. F. W. Terry, Organist; Mr. Walter H. Robinson, Choir Master; F. A. Smith, Secretary and Librarian.

Soprano.—J. C. Palmer, E. Palmer, J. Creelman, H. H. Gillespie, G. Orr, H. Cooper, A. Laing, L. Macdonnell.

Alto.—E. Ridgley, G. McDougall, H. Barr, W. Darling, W. H. Mockridge.

Tenor.—W. Allan Neilson, M.A., F. A. Smith, F. S. Philbrick, E. Wright, C. Page, J. L. McVicar.

Bass.—J. H. Collinson, M.A., R. Holmes, A. Ivey, J. L. Todd, R. Leadley, W. K. Smith, R. C. Wilson, H. H. Robertson, J. Macdonnell, H. F. C. Kelso, Montezambert, E. P. Buck.

GUITAR CLUB.

Mr. G. F. Smedley.....*Musical Instructor*
F. A. Smith.....*Sec.-Treasurer.*

Banjeaurin.

G. F. Smedley, F. A. Smith, J. E. Hoblit.

Piccolo Banjo.

J. B. Campbell.

Banjo.

R. A. Rumsey, A. Ivey, E. L. Tyner, E. A. Smith.

Guitars.

H. Putnam, R. C. Wilson, R. M. Edgar, R. A. Rumsey.

Physical Training.

The work in this Department is carried on in a systematic manner. It forms part of the school course and in the Lower and Middle school a place is assigned to it in the time-table, and instructions given during school hours to boys of Forms I. II. and III. who are not hindered by physical weakness from taking exercise of the kind required.

On entering the College each boy is required to furnish information regarding the following points:

(1) Age in years and months.
(2) When he was vaccinated.
(3) What sickness he has had.
(4) State of his general health.
(5) The physical weaknesses, if any, that require to be considered.

In addition to this he is examined carefully by the College physician, Dr. Thorburn, and the following records made in the register of this Department:

(1) Date of examination.
(2) Name.
(3) Age.
(4) Height measurement, standing.
(5) Weight.
(6) Chest measurement.
(7) Waist measurement.
(8) Fore arm measurement.
(9) Upper arm measurement.
(10) Nationality.
(11) Any peculiarities noticed.

In the Lower and Middle School physical training is obligatory; in the Upper School it is largely optional, except in the case of boys who require it. Every afternoon from 3 to 6 p.m., the gymnasium, which is under the charge of Bernard Halfpenny, a very successful instructor, is kept going, fencing, boxing, and heavy gymnastics being the exercises taught at this time of the day. The pressure of work in the gymnasium is relieved to a great extent when out-door games can be carried on. The boys are not allowed to enter the gymnasium, or to use the apparatus when the instructor is not present; they are all required to wear suitable gymnasium dress, and an effort is made to maintain a temperature of about 60° Fahr. in the rooms when exercise is going on. The gymnasium is 80x40 feet, walls 14 feet; the ceiling is finished in the roof, the average height of which is about 18 feet. It is ventilated in the roof by four ventilating flues. Below the gymnasium on the ground floor there is a reading room in which the daily and weekly papers are kept on file, a swimming tank, and a carpenter's shop. The whole building is heated by steam.

The swimming tank is made of concrete cement; it is 30x15 feet, 6 feet deep at one end and 3 feet deep at the other. The water is heated by steam. There are 6 dressing boxes and two shower baths with hot and cold water laid on. The boys are classified for swimming lessons according to age and proficiency. They are sent in at stated periods six at a time. The lessons in swimming are given after school during the week. Prizes are given at the end of the school year. An attendant is present all the time the boys are in the bath-room. The aim is to teach every boy in residence how to swim.

A uniformed cadet corps, armed with rifles, bayonets and belts is also maintained. It is formed in accordance with the regulations of the Department of Militia of Canada, and is under the supervision of the Deputy-Adjutant General of Militia. The cultivation of an erect bearing, of a spirit of proper subordination to authority, and of a manly *exprit de corps* is the design of this organization. The uniforms, which each boy purchases for himself, consists of a dark blue shell jacket trimmed with white; trousers and forage cap of same material. The armory is fitted up in the gymnasium with racks for rifles and lockers for clothing. There is also an outfit of bugles and drums.

U. C. C. RIFLES 92 93.

OFFICERS.

Capt., F. F. Hunter, 2nd Lieut., F. N. Waldie,
1st Lieut., F. J. Upper, 1st Sgt., D. E. Wright.
2nd Sgt., J. H. Ross.

PRIVATES.

D. Creighton,	G. Stacey,	D. J. McPherson,	A. F. G. Johnson
H. F. Gooderham,	H. H. Robertson,	A. E. Todd,	D. B. Lazier,
D. A. Ross,	H. Macgachen,	J. L. Todd,	W. R. Meredith,
R. G. Fitzbiggons,	R. H. Temple,	E. N. Pugh,	P. M. Beers,
J. E. Hoblit,	A. A. Macdonald,	G. B. Watson,	H. Niven,
R. C. Holcombe,	E. Ryerson,	J. R. Falconer,	H. C. Gray,
A. H. Campbell,	F. Denison,	A. V. Smith,	H. McBean,
J. M. Thompson,	J. C. Maclean,	H. M. Putnam,	R. Wood.
A. F. McNee,	R. M. Edgar,		

Drum and Bugle Band.

Bugle-master, R. Leadley,	H. B. Barr,
W. C. Smith,	R. C. Wilson,
J. C. Palmer,	G. E. Gillespie.

The games played at the College are suitable for the different seasons; in winter, hockey; in spring and summer cricket, and in the autumn Rugby football, and in addition to these tennis is played; there are five lawn tennis courts. These are the games recognized and fostered by the school. Baseball is not played, as the game does not lend itself to good discipline and the development of a manly character, nor to physical development in the same way, nor to the same extent as the games I have just mentioned. Lacrosse is a much better game in every way, but when played by men who have not learned self-control, it is a somewhat dangerous game for schools.

The educative influence of Rugby football is very strong physically and morally. The roughness of the game is due to a lack of training or to a want of self-control on the part of the players. As played at U. C. College it is not a rough game; during the year there was not a single accident. The full benefits of these games are felt when the whole school enters upon them. Training must commence in the lowest classes, and as soon as a boy has the ambition to get on one of the teams, even a team in the lower school, he almost invariably learns that careful living is essential. For the success of his team he is willing to deny himself a good many luxuries. In order to keep himself in good form he must give close attention to bodily sanitation, plenty of exercise, regular hours of sleep, and generous plain diet. Stimulants of all kinds effectually put an end to success in games. If for no other reason than these, school athletics should hold an important place in every school. When the habit of training becomes habitual, as it is with many of our boys, the safety of the boy is almost assured. A few years of physical training will insure a boy's success in life. The ethical training that school games engender is quite as important as class-room training. In a school where the right sort of games is fostered, athletics should have a lasting effect upon the manners, habits and morals of the boys.

Among the outdoor sports running and hurdling hold a prominent place. There has been in course of construction during the last two years a quarter-mile cinder track graded in the most approved manner. The construction of this track has been in a large degree in the hands of the boys themselves. The land selected for it was on a hill-side; the earth had to be excavated on the north side and carried over to the south side so as to have a perfectly level track. The surveying, levelling and all the masurements for this track were done by the boys under the direction of the masters. A good deal of the manual labor involved in its construction was voluntarily performed by them. The oval space within the track has been levelled for a hurdle track, additional lawn tennis courts and for a foot-ball field.

As a further means of stimulating an interest in school athletics prizes are given once a year for proficiency in all kinds of gymnastic exercises.

A general athletic meeting is held about the end of May at which prizes are given by the friends of the College. The following is the prize list:

1. Putting the shot, 16 lbs. (open)—1st, J. S. Macdonnell; 2nd, F. J. Maclennan.
2. 100 yards race (12 and under)—1st, W. Smart; 2nd, J. C. Moore.
3. 100 yards race (13 and under)—1st, J. Gowans.
4. 100 yards race (14 and under)—1st, R. H. Parmenter.
5. 100 yards race (open)—1st, E. S. McKay; 2nd, H. Lepper.
6. Bicycle race, half-mile (open)—1st, J. T. M. Burnside; 2nd, J. F. Upper.
7. High jump (15 and under)—1st, P. Beers; 2nd, J. Gowans.
8. High jump (open)—1st, W. A. Moore; 2nd, H. D. Eby.
9. 220 yards race (15 and under)—1st, W. H. Morrison; 2nd, R. H. Parmenter.
10. 220 yards race (open)—1st, W. A. Moore; 2nd, H. D. Eby.
11. One-mile walk (open)—1st, A. G. Piper; 2nd, G. W. Denison.

12. Hurdle race, 120 yards (open)—1st, H. D. Eby ; 2nd, W. A. Moore.
13. Hurdle race, 120 yards (16 and under)—1st, W. H. Morrison ; 2nd, W. R. Hall.
14. Half-mile race (open)—1st, W. A. Moore ; 2nd, P. Burnside.
15. Pole jump (open)—1st, H. D. Eby ; 2nd, P. Burnside.
16. Quarter-mile race (open)—1st, W. A. Moore ; 2nd, H. D. Eby.
17. Bicycle race, 2 miles (open)—1st, P. Burnside : 2nd, R. Leadley.
18. Old boys race, 220 yards—Dr. W. Thompson.
19. Running long jump (open)—1st, W. A. Moore ; 2nd, W. R. Hall.
20. One mile race (open)—1st, H. McBean ; 2nd, H. Putnam.
21. Consolation race, 220 yards (open)—1st, W. C. Smith.
22. Consolation race, 220 yards (15 and under)—1st, W. Darling.
23. Tug of war—the Fourth Form.
24. Throwing cricket ball (open)—1st, F. N. Waldie ; 2nd, J. S. Macdonnell.
The championship cup—W. A. Moore.

The prizes were presented at the conclusion of the games by Mrs. Kirkpatrick

One of the principal events of the spring term is the annual steeple chase for the "Hendrie Challenge Cup"—a large silver cup made by the Elkington's of London, England, and presented to the College by Wm. Hendrie, Esq., of Hamilton, and his five sons, all of whom were educated at the College. This race is held in May and is run over a course about a mile in length. Twenty boys entered at the last competition and they all ran to a finish, the contest being very close—H. C. Kelso was the winner. The autumn event corresponding to this is the annual cross country run, established in 1891, for the "Macdonald Challenge Cup," presented by A. A. Macdonald, M.A., one of the masters of the College. The course is about five miles in length. The winner was W. G. Laker, out of a field of over 30 contestants.

All the games organizations of the College are managed by the school stewards. This board is made up of the following boys:

THE STEWARDS OF THE SCHOOL 1892-93.

B. K. Sandwell, Fred J. Maclennan,
J. L. Counsell, W. P. Moss,
Fred N. Waldie, Fred F. Hunter,
F. A. Smith.

CRICKET.

Hon. President ..... The Principal.
Hon. Vice-President ..... Mr. Jackson.
President ..... Mr. Terry.
Vice-President ..... Mr. Leacock.
Sec.-Treasurer ..... F. N. Waldie.
Curator ..... H. Boultbee.
Committee—J. L. Counsell, T. G. McMaster, W. A. G. Hoskin, W. P. Moss.

TEAM.

J. L. Counsell, (Capt.) R. S. Waldie,
F. N. Waldie, E. H. Ellis,
H. Boultbee, E. R. Street,
W. A. G. Hoskin, H. D. Eby,
T. G. McMaster, E. McMaster,
W. P. Moss, D. E. Wright.

RECORD.

May 20, U. C. C. defeated Rosedale by 127 runs to 63.
" 27, " " by East Toronto, by 34 runs to 36.
" 31, " " Varsity by 122 and 41 (4 wickets) to 80 and 87.
June 3, " " by Trinity University by 46 runs to 78.
" 7, " drew with Parkdale by 132 (for 5 wickets) to 72 (for 2 wickets).
" 10, " defeated Torontos by 108 runs to 77.
" 14, " " by East Toronto by 70 runs to 76 (for 76 wickets).
" 17, " " by Parkdale by 22 runs to 69.
" 21, " drew with Torontos by 182 runs to 40 (for 6 wickets).
" 24, " defeated Trinity College School by 60 and 94 to 53 and 54.

FOOTBALL.

Hon. President ..... The Principal.
President ..... Mr. Jackson.
Vice-President ..... Mr. A. A. Macdonald.
Sec.-Treasurer ..... J. T. M. Burnside.

TEAM.

F. N. Waldie (Capt.), W. P. Moss,
J. T. M. Burnside, T. G. McMaster,
A. H. Campbell, A. R. Robertson,
H. D. Eby, B. F. Bull,
F. Denison, J. R. Falconer,
G. Hoskin, F. J. Maclennan,
J. L. Counsell, F. L. Cosby,
A. E. Bricker.

RECORD.

Sept.	28,	U. C. C.	defeated	The Thistles by 51 points to 0.
Oct.	1,	"	"	II Osgoode Hall by 21 points to 1.
"	5,	"	"	Victorias by 5 points to 0.
"	8,	"	"	Peterborough by 32 points to 5.
"	11,	"	"	II Varsity by 9 points to 0.
Nov.	2,	"	"	II Trinity by 1 point to 0.
"	5,	"	"	Trinity College School by 10 points to 1.

HOCKEY.

Hon. President ..... The Principal.
President ..... Mr. Jackson.
Vice President ..... Mr. Macdonald.
Chairman ..... B. K. Sandwell.
Sec.-Treasurer ..... F. N. Waldie.

TEAM.

F. N. Waldie, E. S. Badenach,
R. G. Fitzgibbons, H. F. C. Kelso,
D. J. Rayside, T. G. McMaster,
F. J. Maclennan (Capt.).

RECORD.

Jan.	22,	U. C. C.	defeated	The Capitals by 13 goals to 0.
"	28,	"	"	II Victorias by 4 goals to 3.
Feby.	4,	"	"	Victoria Colts by 11 goals to 4.
"	11,	"	"	Granite Colts by 11 goals to 3.
"	17,	"	"	Trinity College School by 8 goals to 0.
"	18,	"	"	by Peterborough by 7 points to 4.
Mar.	4,	"	"	U. C. C. Old Boys by 11 goals to 4.
"	6,	"	"	Limestones (junior champions of the Province) by 7 gaols to 4.

TENNIS.

Hon. President ..... The Principal.
President ..... Mr. Jackson.
Vice-President ..... Mr. Neilson.
Chairman ..... A. R. Robertson.
Sec.-Treasurer ..... H. D. Eby.
Committee—Mr. Collinson, B. K. Sandwell, H. F. Kelso, E. S. Badenach, V. I. Smart, J. H. Ross, D. E. Wright.

THE COLLEGE "TIMES."

This is a monthly publication of twelve pages, and, in its present form, is in its twelfth year. Ten numbers are published during the year. It is essentially a boys' paper, published by the senior boys in the interest of their comrades. Its aim is to place before its readers a record of College events. The members of the teaching staff take no part whatever in its publication. It is circulated among the pupils and ex-pupils of the College.

JOINT EDITORS.

B. K. Sandwell, W. P. Moss.

SUB-EDITORS.

C. D. Creighton, T. G. McMaster, J. L. Counsell.

PUBLISHING COMMITTEE.

B. K. Sandwell..... *Chairman.*
R. C. Wilson..... *Secretary.*
A. R. Robertson .. *Treasurer.*
C. D. Creighton, W. P. Moss, T. G. McMaster, J. L. Counsell, H. D. Eby.

THE CAMERA CLUB.

The Camera Club that was formed last year has continued and enlarged its work. It is open to every boy in the school who has a camera or is in any way interested in photograpy. The membership fee is 50 cents. The dark room fitted up in 1892 has been improved; interesting lantern slides are made, and exchanges arranged for with other clubs. An exhibition of work was held during the Easter vacation and prizes given in the various classes of photography. The Club has the use of the photographic outfit of the College laboratory.

OFFICERS.

Hon. President ..... The Principal.
President ..... Mr. Holmes.
Chairman ..... Mr. Neilson.
Secretary ..... O. M. Biggar.
Treasurer ..... H. Gooderham.

COMMITTEE.

D. A. Ross, G. M. Clark,
C. A. Bradburn, F. G. Leslie,
G. E. Ryerson.

The following prizes were awarded by the club:

Best photograph of College buildings—W. A. Neilson, 2nd Don. A. Ross.
Best photograph illustrative of College life—C. H. Bradburn, 2nd R. Holmes, 3rd O. M. Biggar.
Best landscape—G. M. Clarke, 2nd W. A. Neilson.
Architecture—G. M. Clarke, 2nd R. Holmes.
Portraits—W. A. Neilson, 2nd G. M. Clarke.
Copies—G. M. Clarke, 2nd W. A. Neilson.
Animals—R. Holmes, 2nd O. M. Biggar.

SPECIAL LECTURES AND SERMONS.

In order to supplement the lessons given by the masters without adding to the pressure of the class-room work, lectures were given in the Public Hall in the presence of the whole school. One of these lectures was delivered by Dr. J. E. White, on the flora of this locality. The lecture was of the most interesting kind, and was illustrated by specimens, some of them native orchids of rare beauty and interest.

Another was given by Ernest Thompson, the famous Canadian animal painter, on "*Some of our Native Birds.*" This also was illustrated by specimens of the skins of birds collected and prepared by the lecturer himself.

Special sermons were preached by the Rev. Prof. Clark, M.A., of Trinity College, the Rev. D. J. Macdonnell, M.A., and the Rev. Prof. Wallace, M.A., of Victoria College.

PRIZE LIST, 1893.

FORM VI. (UPPER).

PRIZES :

Classics.—*Sandwell, B. K.

Mathematics.—*Sandwell, B. K.

Modern Languages.—*Sandwell, B. K.

PROFICIENCY IN TWO DEPARTMENTS.

Classics and Modern Languages—(1) *Sandwell, B. K.

Classics and Mathematics.—(2) Creighton, C. D.

Mathematics and Modern Languages.—(3) Watt, A. B.

J. Ross Robertson.—*Watt, A. B. (open to Upper and Lower VI.)

FORM VI. (LOWER).

PRIZES :

Classics.—Lefroy, A. G.

Mathematics.—Moss, W. P.

Modern Languages.—*Maclennan, F. J.

THE GRAHAM MEDALS FOR SCRIPTURE HISTORY :

Upper School.—*Haskell, C. T.

Middle School.—Macdonnell, J. S.

Lower School.—Not awarded.

THE J. HERBERT MASON, MEDALS :

Gold.—*Maclennan, F. J.

Silver.—Rayside, D. J.

THE HOWLAND PRIZE :

Murray, A.

GYMNASTIC PRIZES :

Senior.—Burnside, J. T.

Junior.—*Barr, H. A.

DRAWING PRIZES :

III. A.—Hime, M. W.

II. B.—*Gowans, J. W., and Sproat, R. D. (*ægrotat*).

II. A.—R. N.

FORM V.

EXHIBITIONS :

Classics.—Boyd, P. E.

Mathematics.—*Maclennan, Frank, W., (reversion) Wood, T. H.

Modern Languages.—*Bradburn, C. H., (reversion) Muir, J. G.

Science.—*Maclennan, F. W.

Proficiency.—*Bradburn, C. H.

PRIZES :

Proficiency.—(1) Bolton, S. E., (2)*Bradburn, C.H.

J. Ross Robertson.—*Bradburn, C. H.

Honorable Mention.—Biggar, O. M., Muir, A. G., McDonald, A. A., McDougall, A. D. K., *Lepper, H. H., Ryerson, G. E., Street, E. R., Temple, R. H. M.

Promoted with Honors.—*Bradburn, C. H., McDonald, A. A., McLennan, F. W., Wood, T. H., *Ross, D. A., McDougall, A. D. K., Muir, J. G., *Lepper, H. N., Temple, R. H. M., *Earl, W. A.. McMaster, E. B., Boyd, P. E., Ryerson, G. E.

Promoted.—Bolton, S. E. (*ægrotat*), Biggar, O. M., (*ægrotat*), King, J. W., *Street, E. R.

FORMS IV. (A AND B).

EXHIBITIONS :

Classics.—Macdonnell, J. S. (reversion), Macdougall, A. J.

Mathematics.—*Bucke, E. P.

Modern Languages.—Kerr, W. A. R.

Science.—Kingsford, G. E.

Proficiency.—Macdonnell, J. S.

IV. B.

PRIZES:

Proficiency.—(1) Burton, H. T.; (2) Macdonnell, J. S.

J. Ross Robertson.—Mocdonnell, J. S.

Honorable Mention.—Biggar, J. L., *Page, C. A. Clark, G. M., Treble, C. M.

Promoted with Honors.—Biggar, J. L., Boyd, W. H., Treble, C. M., Kingsford, G. E., Montizambert, N. H., *Page, C. A.

Promoted.—Lennox, R. A., Harvey, C. H., Burnside, A. J., *Robertson, H. H., Lamb, C., Burton, H. T. (*ægrotat*), Clark, G. M. (*ægrotat*), Cameron, M. C.

PRIZES, IV. A.

Proficiency.—(1) Kerr, W.A.R.; (2) Smith, E. H.

J. Ross Robertson.—Kerr, W. A R.

Honorable Mention.—Armstrong, B.M., *Armour, E. N., Ross, G. W., Goad, C. E., Henderson, V., *Robertson, N. S.

Promoted with Honors.—Kerr, W. A. R., *Todd, J. L., *Bucke, E.P., Smith, E.H., *McKay, G. B., *Robertson, N. S., Henderson, V., *Armour, E. N., *Goad, C. E., *Brooke, L., *Gooderham, H. F., *McLean, J. C., Ross, G W., *Edgar, R. M., *Waldie, R., *Shortreed, W. J.

Promoted.—Denison, G., *McMillan, G. P., Armstrong, B.

UPPER COMMERCIAL.

PRIZES:

Commercial Prize.—(1) *Rumsey, R. A., (2) *Thomson, J. M. (prize).

Mathematics.—(1) *Hoblit, J. E., (prize).

Modern Languages.—(1) *Ross, J. H., (2) *Hoblit, J. E., (3) *Sims, H. A. (prize).

Phonography.—(1) *Rumsey, R. A. (prize).

Typewriting.—(1) *Ross, J. H. (prize).

General Proficiency.—(1) *Thompson, J. M. (prize), (2) *Ross, J. H. (prize).

J. Ross Robertson Prize.—*Wilson, N. F.

Honorable Mention.—*Wright, D. E., *Draper, S., *Rayside, D.J., *Davis, C.J., *Philbrick, F. S., *Waldie, F. N., *Smith, F. A., *Macnee, A. F., *Wilson, N. F.

Completed the Course and Received Certificates.—*Draper, S., *Davis, C. J., *Hoblit, J. E., *Philbrick, F. S., *Rayside, D. J. (*ægrotat*), *Ross, J. H., *Rumsey, R. A., *Sims, H. A., *Thompson, J. M., *Wilson, N. F., *Wright, D. E.

LOWER COMMERCIAL.

Commercial Prize.—(1) *Mickleboro, W. B.

Mathematics.—(1)*Mickleboro, W.B., (2)*Edwards F. R. (prize).

Modern Languages.—(1) *Macpherson, D. J. (prize).

Phonography.—(1) *Gilmour, R. H. (prize).

Typewriting.—(1) Palmer, J. C. (prize).

General Proficiency.—(1) *Mickleboro, W. B., (2) *Macpherson, D. J.

J. Ross Robertson Prize.—*Ridgely, E. H.

Honorable Mention.—*McBean, H. M., Squirrel, G., Ridgely, E. H., *Piggott, S. F., Dew, J., *French, F. H., *Palmer, E. E., *Coventry, R. D., *Goold, A. S.

Promoted with Honors.—*Mickleboro, W. B., *Macpherson, D. J., *Palmer, J. C., *Ridgely, E. H., *Palmer, E. E., *Edwards, F. R., *McBean, H. M., Squirrel, G.

Promoted.—*French, F. H., *Gilmour, R. H., *Smith, A. V., *Goold, A. S., Dew, John, *Piggot, A. F., Coventry, R D., Smith, W. C.

FORMS III. (B AND L. M.)

PRIZES:

Classics.—(1) Moss, G. F. (prize).

Mathematics.—(1) Hutchison, H. S. (prize).

French and German.—(1) Moss, G.F,, (2) Hutchison, H. S.; (3) McMaster, A. S. (prize).

English, History and Geography.—(1) Hutchison, H. S.; (2) Moss, G. F.; (3) Massey, A. L. (prize).

Proficiency.—(1) Moss, G. F.; (2) Hutchison, H. S.; (3) McMaster, A. S.

J. Ross Robertson.—Weir, E. G.

Honorable Mention.—Edgar, D. K., Ryerson, E. S., Mockridge, W. H. M., *Smith, E. A., *Cluthe, H., Neilson, R., *Christie, I. M., *Bird, W. L.

Promoted with Honors.—*Christie, J.M., Hutchison, H. S., Moss, G. F., *Massey, A. L., *Bird, W. L., Weir, E. G, Cluthe, H., Pender, W. D., Wilson, R, McLachlan, L., *Thompson, L.W., McMaster, A S., Henry, J. S., *Todd, A. E., *Niven, H. W., *Meredith, E. M., *Hall, W. H., *Hewetson, H. S., Ryerson, E. S.

Promoted.—*Maclaren, A., *Beers, P.M., *Meredith, W. R., Mockridge, W. H. M., Ausley, B. C, Edgar, D. K.

FORM III. A

Prizes :

Classics.—(1) Johnson, H. (prize).

Mathematics.—(1) Bilton, V. P. (prize).

French and German,—(1) Bilton, V. P.; (2) Connor, R, E. (prize).

English, History, and Geography.—(1) Bilton, V. P.; (2) *Lownsbrough, J. T. (prize).

Proficiency—(1) Bilton, V.P.; (2) Connor, R.E.

J. Ross Robertson.—Watson, W. O.

Honorable Mention.—Godson, W.P., Hime, M.W.

Promoted with Honors.—Connor, R. E., Bilton, V. P., Johnson, H., Godson, W. P.

Promoted.—*Whitney, G. M., Watson, W. O., *Ellis, E. H., *Lownsbrough, J. T., Wood, L. P., Parmenter, R. H., *McIntyre, C.G., Campbell, A. B., *Cawthra, J. J.

FORM II. B.

Prizes :

Classics.—(1) Jackson, W. (prize).

Mathematics.—(1) *Gowans, J. W. (prize).

French.—(1) Jackson, W.; (2) McMurrich, A.R. (prize).

English, History, and Geography.—(1) *Platt, A. M. (prize).

Proficiency.—(1) *Gowans, J. W.

J. Ross Robertson.—Not awarded.

Music.—*Gowans, J. W.

Honorable Mention.—Badgerow, F. S., Gillespie, A. C., *Platt, A. M., McMurrich, A. R., Jackson, W. G., *Lazier, D. B.

Promoted with Honors—Badgerow, F.S., *Sproat, R. D., *Lazier, D. R., *Thompson, James, Gillespie, A. C., *Platt, A. N., *Caldwell, J. B., *Brown, P. R, *Gowans, J. W.

Promoted.—*Nelson, H. A., McMurrich, A. R., Jackson, W. G., Boon, C. A.

FORM II. A.

Prizes :

Classics.—(1) Brown, P. (prize).

Mathematics.—(1) Brown, P.; (2) *McGibbon, C.; (3) Aylesworth, A. F.; (4) Watson, G. B. (prize).

French.—(1) Brown, P.; (2) Aylesworth, A. F. (prize).

English, History and Geography.—(1) *McGibbon, C. (prize).

Proficiency.—(1) Brown, P.; (2) *McGibbon, C.

J. Ross Robertson.—Not awarded.

Music.—*Tassie, W. O.

Honorable Mention.—Brown, N., *Tassie, W. O.

Promoted with Honors.—*McGibbon, C., Aylesworth, A. F., Brown P., *Tassie, W. O., Brown, R. N., Watson, G. B., Foster, J. W. P., Moffatt, F. S., Kingsford, W. R., *Elliott, F. S.

FORM I.

Prizes :

Classics.—(1) Sparling, W. B. (prize).

Mathematics.—(1) Sparling, W. B.; (2) *Lang, A. G.; (3) Newsome, G. B. (prize).

French.—(1) Sparling, W. B.; (2) Murray, A. (prize).

English, History, and Geography.—(1) *Lang, A. G. (prize).

Proficiency—(1) Sparling, W. B.; (2) *Lang, A. G.

J. Ross Robertson.—*Lang, A. G.

Music.—*Lang, A. G.

Honorable Mention.—Harman, G. H., Darling, C. W.

Promoted with Honors.—*Lang, A. G., Sparling, W. B., Murray, A., Harman, G. H., Newsome, G. B., Anderson, M.

Promoted.—*Barr, H., Moore, J. C., *Orr, G.D., Smart, Worts.

Gymnastic Prizes :

III. A.—Hime, M. W.

II. B.—*Gowans, J. W., *Sproat, R. D. (*æq.*)

II. A.—Brown. R. N.

*Boarders.

SWIMMING PRIZE:

*Bird, H.

CRICKET PRIZES:

(1) *The Cosby Prize.*—Presented by Major Cosby, for highest batting average, *Waldie, F. N.

(1) *The Cosby Prize.*—For highest bowling average, Waldie, F. N.

(3) *The Northrup Prize.*—Presented by W. B. Northrup, M.P., for highest aggregate of runs, McMaster, T. G.

(4) *The Street Prize.*—Presented by Mr. Justice Street, for highest score in the Inter-School Match, *Waldie, F. N.

TENNIS PRIZES:

Senior Singles.—*Maclennan, F. J.

Senior Doubles.—{*Maclennan, F. J. / *Massey, A. L.

Junior Singles.—*Ridgley, E.

Cross Country run for the Macdonald Cup—*Kelso, H. F. C.

Annual Steeple Chase for The Hendrie Cup.—Burnside, J. T. M.

*Boarders.

Honorable Mention given to non-prizemen for good application during the year.

Minimum for "Honors in Examination" 50 per cent.

All prizes, except the J. Ross Robertson, are given on the results of daily work in the class-room.

Requisite for J. Ross Robertson prizes, $66\frac{2}{3}$ per cent.

ROLL—1892-1893.

Name.	Address.
Allison, Albert Edward	Nassagnay.
Anderson, Murray	Toronto.
Ansley, Burton Campbell	"
Armour, Eric N	Cobourg.
Armstrong, Bartle M.	Toronto.
Armstrong, Adam G	"
Armstrong, John MacDonald	Lloydtown.
Armstrong, Fred A.	Deer Park.
Atkinson, Edmund Percy	Sunnyside.
Aylesworth, Alan F.	Toronto.
Bertram, J. A.	"
Brown, Richard N	"
Bryant, James Fraser	Thorold.
Buck, Edward P.	London.
Bull, Bartholomew Francis	Toronto.
Burden, Edgar L.	"
Burnside, Anson James	Deer Park.
Burnside, J. T. M	"
Burton, Henry, T.	Montreal.
Brown, Edgar Percy	Toronto.
Blackley, John Michael	"
Badenach, Ernest Stewart	"
Badgerow, F. Stratford	"
Ballachey, Geo. M.	Brantford.
Barr, Harry B.	Midland.
Barrick, Sydney James	Toronto.
Beers, Philip MacLean	"
Bendelare, H. V.	"
Biglow, Nelson Carlin	"
Biggar, James Lyon	"
Biggar, Oliver Mowat	"
Bilton, Vance Richardson	"
Bird, Wm. Lister	Bracebridge.
Blue, Wilson	Toronto.
Bolton, Samuel Edward	Bolton.
Boon, Charles Armel	Toronto.
Boultbee, Horace	"
Boyd, Philip Ewing	"
Boyd, Walter Halcro	"
Bradburn, Charles Robert	Peterborough.
Bradburn, Charles H.	"
Bradford, Edward Elliott	Whipple, Arizona.
Braide, Claude M.	Toronto.
Bricker, Albert Edward	Waterloo.
Brooke, Lionel W.	Brantford.
Brough, William Edgar	Gananoque.
Brown, Edgar Percy Charles	Toronto.
Brown, Paul R.	Fort Supply, Tex.
Caldwell, James Boyd	Lanark.
Caldwell, Boyd Alex. Cottingham	"
Caldwell, Wm. F.	"
Calvert, George Arthur	Deer Park.
Cameron, Matthew Crooks	Toronto.
Campbell, Arthur Hay	"
Campbell, Archibald Beverley	"
Campbell, James Bedford	"
Carruthers, James Edgar	"
Cartwright, Robert	"
Cawthra, John Joseph	"
Chewett, Albert Ramsay	Deer Park.
Christie, James McAdam	Toronto.
Clark Gordon Mortimer	"
Clemenger, Harry F	Marion, Pa.
Cline, Wilfrid W. C.	Burlington.
Cluthe Herman	Toronto.
Connor, Robert Edmund	Toronto.
Conrad, Charles	Waterloo.
Cooper, Hugh	Yorkville.
Cosby, Frederick Lorne	Toronto.
Counsell, John Leith	Hamilton.
Coventry, Robert Vernon	Windsor.
Creelman, John	Toronto.
Creighton, Charles Dickens	"
Cutcliffe Neville B.	Mohawk.
Earle, Walter Allen	Victoria, B.C.
Eby, Hugh Douglas	Toronto.
Edgar, Robert M.	Brandon, Man.
Edgar, David Keith	Toronto.
Edwards, Fred. Richard	Cannington.
Elliott, Frank Saunders	Chatham.
Ellis, Edwin Harding	Toronto.
Darling, Charles W.	"
Davis, Charles Joseph	Montreal.
Denison, Edgar S	Toronto.
Denison, Garnet W	"
Denison, Walter Walbridge	"
Denison, F. C.	"
Devlin, Ernest Wilfred	Victoria, B.C.
Dow, John W.	Deer Park.
Draper, Selby	Belhaven.
Duff, Malcolm Lorne	Milton.
Durie, Arthur W. P.	Toronto.
Fairchild, Henry Ralph	"
Falconer, James Roderick	Alexandria.
Farley, Worden Jerry	Smithfield.
Farmer, Thomas Wyly	Ancaster.
Fitzgibbon, Richard Grant	Morrisburg.
Fletcher, Howard G	Toronto.
Foster, James, W. P.	"
Frankland, Arthur Hope	"
French, F. H.	Prescott.
Furness, Clarence S.	Bracondale.
Gillespie, George Howard	Toronto.
Gillespie, Harry Howland	"
Gillespie, Albert Courtney	"
Gillespie, Fred. Madill	"
Gilmour, Robert Hugh	"
Glazebrooke, George A.	Deer Park.
Goad, Charles E.	Toronto.
Godson, Walter Pollard	"
Gooderham, Henry F.	"
Gooderham, James Horace	"
Goold, Albert Septimus	Mohawk.
Gowans, John Walter	Toronto.
Gray, H. C. H.	St. Thomas.
Hall, K. William	Rat Portage.
Harman, George H.	Toronto.
Harvey, Charles Hamilton	"
Haskell, Charles Thompson	Savannah, Ga.
Hay, Thomas Stewart	Screiber.
Hayne, Fergus Cochrane	Toronto.
Hees, Harvey Lincoln	"
Henderson, Velyien Ewart	"
Henry, John Stanley	"
Hewetson, John Sproat	Grimsby.
Hime, Maurice Wm.	Toronto.
Hoblit, James Edward	Lincoln, Ill.

ROLL—1892-1893.—*Continued.*

Name.	Address.
Halcombe, Ralsa C	Welland.
Holcroft, Herbert Spencer	Orillia.
Hoskin, William G. A	Deer Park.
Hudson, Harry L.	Toronto.
Hunter, Harry Alex	Durham.
Hunter, Frederick F	"
Hutchinson, Harry Seaton	Toronto.
Kelso, Henry Charles	Belleville.
Kerr, William A. R	Rosedale.
King, John Wm. DeCourcey	Peterborough.
Kingsford, George Etheridge	Toronto.
Kingsford, William R	"
Kingsmill, John J	Oakville.
Keefer, Edward Colton	Toronto.
Keefer, Ralf D	"
Ivey, Arnold M	"
Jackes, Horace McPherson	"
Jackson, William Gifford	Deer Park.
James, Alfred	Toronto.
Johnston, Harry	"
Johnston, A. F. G	Portland, Ore.
Jones, Ralph Egerton	Toronto.
Labatt, John Russel	Prescott.
Labatt, Charles R	"
Lamb, Charles Melbourne	Toronto.
Lang, Arthur G	"
Lash, Zebulon George	"
Lauder, James	"
Law, John Crawford	"
Law, William Victor	"
Layton, Harry	"
Leadley, Reginald	"
Lefroy, Augustus George	"
Lennox, Richard Albert	"
Lepper, Harry Hamilton	Perth.
Leslie, Francis Guy	Orangeville.
Lewis, Charles Austin	Toronto.
Lounsbrough, John Turner	Oakville.
Lumsden, Harold H	Toronto.
Lazier, D. B	Belleville.
Macnee, Arthur F	Kingston.
Macpherson, Duncan James	Lancaster.
MacVicar, Julius C	Sarnia.
Massey, Arthur Lyman	Toronto.
May, Joseph Alex	"
Meredith, Ed. Mansell	London.
Meredith, Wm. Ralph	"
Mickleborough, Wm. B.	St. Thomas.
Mockridge, Wm. Horace Montague	Toronto.
Moffat, Frank S	"
Montezambert, W. H	"
Moore, Wm. Addison	Deer Park.
Moore, J. C	"
Moore, G. V	Galt.
Morrison, William Herbert	Toronto.
Moss, W. P	"
Moss, Glenholme Falconbridge	"
Muir, James Gemmel	Swansea.
Munro, John W	Pembroke.
Munro, William F	"
Murray, Athol	Toronto.
Meredith, Richard	Toronto.
McArthur, Clarence Herbert	"
McBean, Harry Malcolm	Winnipeg, Man.
McGibbon, Clare	Milton.
McGill, Fred Walter	Toronto.
McKinley, Archibald Thayer	Deer Park.
McKinley, Wm. Waldemer	"
McKinley, Frederick	"
McLaren, Archibald James	Montreal.
McLaughlin, Leonard	Toronto.
McLean, John C	Belleville.
McLennan, Frank Wm	Cornwall.
McLennan, Frederick John	"
McMaster, Thos. Greer	Toronto.
McMaster, Alex. Carson	"
McMaster, Edward Blake	"
McMillan, John Primrose	Petrolia.
McMillan, George P	"
McMurrich, Arthur Redpath	Toronto.
Macdonald, Albert A	"
Macdonnell, James Smellie	"
Macdonnell, Logie Milne	"
MacDougall, Allan Donald Kennet	"
MacDougall, Glenholme Alfred	"
MacGachen, Howard Sutherland	Lindsay.
MacIntyre, Clare Graham	Rat Portage.
MacKay, Ernest S	Portland, Ore.
MacKey, Gilford B	Rat Portage.
MacKay, C. B	Portland, Ore.
MacKenzie, Harold	Sarnia.
Page, Charles Alex	Toronto.
Palmer, John Christie	"
Palmer, Ernest Edward	"
Pardee, Timothy Blair	Sarnia.
Parmenter, Reginald Holland	Toronto.
Pender, Wm. David	"
Philbrick, Frank Spence	Port Huron, Mich.
Philips, Heber B	Toronto.
Piggott, A. F	Chatham.
Piper, Arthur George	Toronto.
Platt, Arthur Meredith	St. Catharines.
Platt, Alan Samuel	"
Proudfoot, Hart Wm	Toronto.
Pugh, Edward Nichols	Donaldsonville,
Putnam, Harry M L	Hamilton. [La.
Neilson, Robert	Toronto.
Nelson, Horatio Albert	"
Newsome, Geo. P	"
Newsome, Frank Wm	"
Nesbitt, Walter Alex	"
Niven, Hugh Wilderspin	London.
Noxon, Samuel Hogarth	Toronto.
Orr, Wm. G. D	"
Ransford, Henry	Clinton.
Ransford, Harold	"
Rayside, David John	South Lancaster.
Ridgeley, Ernest Harcourt	Detroit.
Robertson, Andrew Russell	Arnprior.
Robertson, Neil S	"
Robertson, Hector Harry	Toronto.
Roos, Irvine K	Berlin.
Ross, George William	Toronto.

ROLL—1892-1893.—*Concluded.*

Name.	Address.	Name.	Address.
Ross, Donald Ainsley	Winnipeg, Man.	Tassie, Wm. Oliver	Listowel.
Ross, John Hugo	"	Taylor, Arthur Percy	Toronto.
Ramsay, Reginald Arthur	St. Mary's.	Taylor, Oscar F.	"
Ryerson, Edward Stanley	Toronto.	Temple, Reginald M.	"
Ryerson, George Egerton	"	Thompson, Frank Harold	"
		Thompson, John Mills	Racine, Wis.
Samuel, Sim Henry	"	Thomson, James	Woodbridge.
Sandwell, Bernard K	New Britain, [Conn.	Todd, John L	Victoria, B.C.
Scilly, Allan Groves	Toronto.	Todd, Albert Edward	"
Scott, Victor Lewis	"	Treble, Charles Adams	Toronto.
Selby, Benjamin Fraser	"	Tyner, Ernest Lawrence	"
Selby, John Fraser	"		
Shortreed, Wm. John	"	Upper, Frank Joseph	Kingston.
Sims, Henry Augustus	Prescott.	Utley, Arthur	Toronto.
Smart, David Worts	Toronto.		
Smart, Valentine Irving	San Barnardino,	Waldie, Robert S	"
Smith, Wm. Kerrison	Toronto. [Cal.	Waldie, Fred Norval	"
Smith, Wm. Clegg	Algoma Mills.	Warrington, Francis M.	Belleville.
Smith, Elmer Harvey	Toronto.	Wassen, Wm	Toronto.
Smith, Edgar A		Watkins, Reginald W.	Hamilton.
Smith, Albert V	Chicago, Ill.	Watson, William Ogilvie	Toronto.
Smith, Frank Austin	"	Watson, George Boyd	"
Smith, J. E	Toronto	Watt, Arthur Balmer	Brantford.
Snetzinger, Harry Wiley	Moulinette.	Weir, Edmund George	Toronto.
Snyder, Israel David	St. Jacob's.	Whitney, Garnet Milford	Morrisburgh.
Sparling, Walter B	Toronto.	Winch, Herbert Spencer	Belhaven.
Spencer, James Hubert	Santiago, Chili.	Wilson, Norman Frank	Cumberland.
Sproat, R. D. S	Milton.	Wood Lewis Percival	Toronto.
Squirrel, George	Toronto.	Wilson, Reginald Clarence	Cumberland.
Stacy, George Sherwood	Brockville.	Wood, Robert	Toronto.
Stevenson, James Corlis	Montreal.	Wood, Thomas Henderson	"
Stovel, Hubert Roy	Toronto.	Wright, David Ernest	"
Street, Edward Rochford	"	Wilkie, Stewart	"

APPENDIX I.

Statement of the Income and Expenditure from 1867 to 1893.

Income.

——	Income from Endowment.	Income from Fees.	Income from Sundries.	Income from Boarding House.	Total Income
	$ c.	$ c.	$ c.	$ c.	$ c.
1867	14193 16	5312 40	84 91	8004 00	27594 47
1868	14085 27	5328 50	49 47	8491 30	27864 54
1869	17467 67	6886 70	137 70	8226 70	32754 77
1870	14745 52	7895 60	.....	10773 70	33415 12
1871	15793 12	7210 70	.....	11513 00	34576 82
1872	16873 32	8064 50	.....	15665 50	40602 32
1873	14941 31	7425 00	279 80	16432 00	39076 11
1874	16873 49	7971 90	19 55	17276 50	42141 44
1875	14896 37	10814 75	....	17722 75	43433 87
1876	16749 53	10875 75	.....	16829 65	44554 93

Expenditure.

——	Expenditure on School.	Expenditure on Boarding House.	Total Expenditure.
	$ c.	$ c.	$ c
1867	18731 70	8197 80	26929 50
1868	18582 50	7696 78	26279 28
1869	19983 41	7893 99	27877 40
1870	20707 77	10646 00	31353 77
1871	21024 33	11156 89	32181 22
1872	25255 52	14733 42	39988 94
1873	22434 43	17034 64	39469 07
1874	23031 13	16227 71	39258 84
1875	45659 68	18737 08	44396 76
1876	25147 03	18418 27	43565 30

Total income	$365,955 39
Total expenditure	352 300 08
Surplus	$ 13,655 31

Income.

——	Income from Endowment.	Income from Fees.	Income from Sundries.	Income from Boarding House.	Total Income.
	$ c.	$ c	$ c.	$ c.	$ c.
1877	17217 00	11103 00	488 06	16133 40	44941 46
1878	15724 44	10425 75	21 07	15826 75	41998 01
1879	16794 10	10332 75	28 48	17459 50	44615 83
1880	17318 23	9954 34	37 00	16730 45	44040 02
1881	14582 41	9904 25	21 00	16434 80	39942 46
1882	15203 39	8072 65	27 50	15700 50	39004 04
1883	15007 48	7805 20	23 90	17056 98	39893 55
1884	14312 98	8104 00	10 16	19208 50	41635 64
1885	14240 20	10051 25	17 20	23438 25	47746 90

Expenditure.

——	Expenditure on School.	Expenditure on Boarding House.	Total Expenditure.
	$ c.	$ c.	$ c.
1877	26156 63	16738 79	42895 42
1878	27385 80	15287 27	42673 07
1879	25700 90	16501 43	42202 33
1880	23995 67	17246 08	41241 75
1881	21990 43	14516 59	36509 02
1882	20916 52	17898 27	47814 89
1883	20263 77	21333 70	41597 47
1884	22773 54	22575 48	45349 02
1885	21992 73	23802 63	45795 36

Total expenditure	$385,078 33
Total income	383,767 91
Deficit	$2,310 42

Income.

——	Income from Endowment.	Income from Fees.	Income from Sundries.	Income from Boarding House.	Total Income.
	$ c.	$ c.	$ c.	$ c.	$ c.
1886	14139 70	11038 15	1 00	25178 25	50357 10
1887	14985 75	11986 10	9 15	25077 45	52060 45
1888	16216 18	14275 50	264 82	25509 36	56265 86
1889	17550 44	16211 80	615 42	25670 20	60047 86
1890	13290 38	14590 95	878 27	22521 29	51280 80
1891	12279 50	12611 92	956 35	23715 10	50262 87
1892	10853 50	12163 00	6632 38	31635 45	61334 33

Expenditure.

——	Expenditure on School.	Expenditure on Boarding House.	Total Expenditure.
	$ c	$ c.	$ c.
1886	23615 54	24215 29	47830 83
1887	23833 11	22761 34	46594 45
1888	30065 70	25234 99	55300 69
1889	24018 49	21247 98	45266 47
1890	26767 74	20319 11	47086 85
1891	27739 43	19556 40	47295 83
1892	42954 87	12156 98	55111 85

Total income	$381,609 37
Total expenditure	344,886 97
Surplus	$ 36,722 40

The amount required from the endowment to meet current expenditure for the year ending June 30th :

1883	$13,184 54
1884	12,062 69
1885	11,249 65
1886	10,425 45
1887	7,749 40
1888	7,939 70
1889	1,231 64
1890	5,916 53
1891	2,583 96
*1892	.....
1893	7,681 15

* Surplus of $4,025.94.

The surplus of 1892 was expended on additions to the buildings: barns, stables, sheds, covered rink, alterations in system of heating, swimming tank, changing class-rooms and dormitories. For the year 1892-93 there was no income from endowment, and the annual pensions to retired masters were a charge upon the income from pupils' fees. The pensions were as follows :—

1892	John Martland	$ 708 63
1893	do	1,000 00
1893	W. Wedd	200 00
1893	H. Brock	200 00

APPENDIX II.

The average attendance since 1830.

	Average enrollment per term.		
	Boarders.	Day boys.	Total.
1831	No record.	No record.	104
1832	No record.	No record.	120
1833	12	91	103
1834	22	95	117
1835	22	92	114
1836	29	97	126
1837	29	70	99
1838	43	72	115
1839	38	75	113
1840	42	113	155
1841	54	97	151
1842	52	81	133
1843	57	100	157
1844	60	121	181
1845	50	127	177
1846	33	129	162
1847	41	130	171
1848	50	154	204
1849	48	159	207
1850	No record.	No record.	187
1851	"	"	163
1852	"	"	159
1853	"	"	166
1854	"	"	183
1855	"	"	183
1856	"	"	178
1857	"	"	202
1858	17	"	237
1859	47	"	276
1860	28	158	186
1861	47	153	200
1862	34	153	150
1863	34	121	155
1864	37	116	153
1865	44	127	171
1866	48	161	209
1867	57	140	197
1868	53	139	192
1869	56	115	171
1870	59	131	190
1871	No record.	No record.	239
1872	75	166	241
1873	81	192	273
1874	99	165	264
1875	101	193	294
1876	96	180	276
1877	90	187	277
1878	89	175	264
1879	99	167	266
1880	97	158	255
1881	89	139	228
1882	91	127	218
1883	98	116	214
1884	111	113	224
1885	132	140	272
1886	144	148	292
1887	149	170	319
1888	145	219	364
1889	144	208	352
1890	127	192	319
1891	130	162	292
1892	165	118	283
1893	138	131	270

APPENDIX III.

Upper Canada College.

The Official Report of Inspector Hodgson, M.A., to Hon. G. W. Ross, Minister of Education.

This report is based on observations made by me during my last visit of inspection, extending through five days, viz., March 1st, 2nd, 3rd, 7th and 8th.

The pupils of the College are classified as follows:

(1) The Upper School, comprising the
Upper Sixth Form (Senior Leaving or Honor Matriculation Classes.)
Lower Sixth Form (Junior Leaving or Pass Matriculation Classes.)
Fifth Form.

(2) The Middle School, comprising the
Fourth Form, Upper Modern and *Upper Commercial Forms.*
Third, Lower Modern and *Lower Commercial Forms.*

(3) The Lower School, comprising the
Second Form.
First Form.

In the Upper School is taken up all the work in all the departments prescribed for Pass and Honor Matriculation at the English, Canadian and American Universities. To those boys who are looking forward to a commercial life an option is allowed between the "Classical" and the "Modern" or "Scientific" sides, the latter comprising (in addition to English, Mathematics, French and German) practical work in Natural Science and thorough training in Book-keeping (including a general knowledge of the routine of Banking), Store-keeping, Shipping, Insurance, Précis-Writing and Indexing, and the handling of commercial paper of all kinds. Stenography and Typewriting are also an essential part of the course. The courses prescribed for the pupils in the "Middle" and "Lower" schools are designed to lead systematically up to the entrance to the higher forms.

A special feature of the College, as compared with other educational institutions, is the great care and systematic attention paid to the requisite conditions for physical and hygienic culture. The possession of a well-equipped gymnasium, including a swimming tank, under the charge of competent and painstaking instructors, renders possible and feasible an amount of direction and supervision that are all but impossible in ordinary day schools. This system of physical training is supplemented by various club organizations—cricket and football in summer and autumn, and hockey in winter. In my opinion, the practice of these games has a great deal to do with that *esprit de corps* which has always been a marked characteristic of Upper Canada College boys, "past" or "present."

I give here a statement taken from the College time-table for the winter term of the present year, which sets forth the amount of time per week devoted to the teaching of the prescribed subjects in the various forms.

Number of Teaching Periods Per Week Allotted to Each Subject.

	Subjects.	Forms.											
		VI.		V.	IV.		Comm'l.		III.		II.		I.
		U	L		B L M	A	U	L	B L M	A			
English	Grammar	1	1	1	1	2	1	1	1	1	1	1	2
	Rhetoric and Composition	2	3	1	2	2	1	1	2	2	2	2	2
	Essays	....	....	....	....	....	....	....	....	....	....	....	....
	Literature	1	1	2	2	2	1	1	2	2	2	2	2
	Supplementary Reading	....	....	....	....	....	*	*	....	....	....	....	....
	History	1	1	1	1	1	2	2	1	1	1	1	1
	Geography	1	1	1	1	1	2	2	1	1	1	1	1
	Reading (goes with Literature)	....	....	....	....	....	½	½	⅔	⅔	⅔	⅔	⅔
	Dictation	....	....	....	....	....	1	1	⅓	⅓	⅓	⅓	⅓
Mathematics	Arithmetic and Mensuration	2	3	3	3	4	3	3	3	3	5	5	5
	Algebra	4	5	3	4	3	2	2	3	3	2	3	....
	Euclid	2	2	3	3	3	....	....	2	2	....	....	....
	Trigonometry	2	....	1	....	....	....	....	....	....	....	....	....
French	Grammar, Composition and Conversation	2	3	3	2	3	2	2	2	4	5	4	2
	Authors	1	2	1	1	2	2	2	1	1	....	....	....
German	Grammar, Composition and Conversation	2	3	2	2	3	2	2	2	2	....	....	....
	Authors	1	2	1	1	1	2	2	....	....	....	....	....
Latin	Grammar and Composition	2	2	2	2	2	....	....	2	2	5	5	5
	Authors	3	3	3	3	3	....	....	3	3	....	....	....
Greek	Grammar and Composition	2	2	2	2	2	....	....	....	3	1	1	....
	Authors	3	3	3	3	3	....	....	....	2	....	....	....
Science	Botany (taken up in spring, alternating with Physics or Chemistry)	....	....	....	....	....	....	....	....	....	....	....	....
	Physics	3	3	3	3	....	3	....	3	....	....	....	....
	Chemistry	3	3	3	3	....	3	....	3	....	....	....	....
Music	Vocal	....	....	....	....	....	1	1	1	1	3	3	3
	Instrumental (extra subject, one lesson a week, practice one hour a day)	....	....	....	....	....	....	....	....	....	....	....	....
	Freehand Drawing, Practical Geometry and Linear Prospective	....	....	2	2	....	2	2	1	1	2	2	3

* Newspaper once a week.

	Subjects.	Forms.											
		VI.		V.	IV.		Comm'l.		III.		II.		I.
		U.	L.		B.	A.	U.	L.	B.	A.	B.	A.	
Commercial.....	Writing	....	....	....	....	....	1	1	1	1	2	2	2
	Book-keeping	....	....	....	....	....	9	6	....	....	....	....	....
	Stenography	....	....	....	....	....	5	5	....	....	....	....	....
	Banking (goes with book-keep'g)	....	....	....	....	....	....	....	....	....	....	....	....
	Commercial Law	....	....	....	....	....	1	1	....	....	....	....	....
	Indexing and Précis Writing (goes with composition)	....	....	....	....	....	....	....	....	....	....	....	....
	Typewriting	....	....	....	....	....	5	5	....	....	....	....	....
Physical Training.	The New Physical Drill..... Gymnastics.....	....	....	....	....	....	....	1	2	2	2	2	3
	Special classes after school for boys requiring it.												
	Swimming (after school).....	1	1	1	1	1	1	1	1	1	1	1	1
	Military Drill (with new physical drill, junior forms)	....	....	....	....	....	....	....	....	....	....	....	....
	Rifles twice a week after school												

NOTE —(1) In some cases two subjects are taken up during the same period.
(2) Each period is forty-five minutes.
(3) The rifle company is drilled twice a week after school. A special feature of this work is the exceedingly good discipline maintained by the officers (senior boys) without the aid of the masters.

The staff consists of thirteen scholarly and experienced Masters, most of them graduates with high University standing. The methods of teaching are modern and approved. In Science the practical work is not confined to the master ; experiments and tests are made by the pupils under his direction. In French and German the conversational method is introduced at an early stage, and continued throughout the course ; in Latin and Greek the continental mode of pronunciation has been adopted, as recommended by the University authorities.

Special attention is paid to the teaching of the English branches and with very satisfactory results. *The College Times*, an illustrated monthly periodical of twelve pages, edited and managed entirely by the boys themselves, is evidence of a degree of supplementary reading on the part of the contributors that is creditable to them. In addition to the regular books of reference contained in the College Library, the boys have access to the following periodicals which are found on the files of the Reading-room or kept in the Reception-room of the College : London Graphic, London Illustrated, Harpers' Monthly, Harpers' Weekly, The Century Magazine, The English Illustrated Magazine, The Leisure Hour, Scientific American, Scientific American Supplement, Science, Chambers's Journal, Cosmopolitan Magazine, Sunday Magazine, Methodist Magazine, Evangelical Churchman, Canada Presbyterian, Christian Guardian, Canadian Magazine, Dominion Illustrated, Boys' Own Paper, St. Nicholas, Grip, Life, Punch, Fliegende Blatter, Horticulturist, Entomologist, the Toronto daily papers. The discipline of the school is firm, but kindly ; and an excellent spirit exists between the masters and the boys.

The week is begun in the house by divine worship in the hall immediately after breakfast. The service consists of passages of scripture the prescribed course of prayers, and the chanting of psalms, and the singing of selected hymns by the school choir.

From the hall the boys go to Sunday school, being divided for this purpose according to the church or religious denomination to which they belong.

Prizes are offered by the liberality of D. Graham, Esq., of Montreal, for proficiency in Sacred History and the recitation of the Scriptures, open respectively to the boys of the Upper, Middle and Lower Schools.

From the Sunday schools the boys go to church, attending the churches in the neighborhood that belong to their own denomination. In each case they are accompanied by one of the house masters.

On Sunday afternoons the boys are allowed to go for walks into the country, when they have the opportunity of attending Sunday school classes at their own churches, if such is the wish of their guardians.

In the evening those that have invitations to friends in the neighborhood are allowed to accept them, returning to the house punctually by half-past nine, when the evening service of the school is held in the Public Hall. Others can obtain special leave to attend evening service on application, under the supervision of a master, as in the morning.

The routine of the house for each day from Monday to Friday is much the same.

The boys go from the breakfast-room to morning study; those inhabiting the western wing to the upper study, those of the eastern wing to the lower study. The house masters preside in each study by rotation. The sixth form boys study in their own rooms. After morning study there is an intermission of half an hour before the college bell rings for morning prayers, at which the whole school is present.

In the afternoon gymnastic, swimming, fencing, and boxing classes begin, and the various games of the season are practised in the close. Special leave is granted to such boys as present notes from their relatives, or have private lessons to attend at their tutors' houses, etc. Boys in the sixth form are granted leave one afternoon in the week on application At four o'clock there is calling over of the whole house in the drill shed. At ten minutes to six the outer bell rings, and at six o'clock the house gongs ring for dinner.

After dinner, the boys in summer resume play in the close until evening study; during the rest of the year they go to their own rooms, the sixth form being allowed to use the reception room.

Evening study begins at a quarter past seven, the boys attending the same studies as in the morning, and the sixth form studying in their own rooms.

At half past nine, all go to their respective rooms, and strict order and silence is preserved for the night.

On Saturday there is morning study again after breakfast. In the afternoon free leave is granted, except to such boys as have forfeited the same by misbehavior, or in cases where their guardians prefer their remaining on the grounds. These latter have to report to the sergeant every hour during the afternoon.

All, except those who have been allowed to accept invitations to the houses of friends, must be in by dinner, and remain in the house for the rest of the evening.

The system of granting leave for invitations on Saturday and Sunday is as follows: Leave is granted in no case without the written permission of the guardian; such permission having been obtained and presented to the authorities, the boy is furnished with a "leave card" stating the house that he is permitted to visit, and the limit of the time during which he is granted leave of absence from the grounds; on the reverse side is a blank form, which must be filled in by his friends, stating the exact hour when he reaches and leaves their house; these cards are then collected from the boys; only the VI. Form are exempt from the necessity of using these cards, but they also have to present written permission from home before they are allowed to accept invitations. If a card is not used,

or a boy returns to the house before locking up, the master on duty initials the card to that effect.

Many of the boys, whose guardians reside in the neighborhood, are allowed, on special application being made to the principal, to pass Saturday night at their homes, returning to the house by half-past nine on Sunday evening.

Each boy, on returning to the house on Saturday and Sunday evening, is visited by the master on his flat, and seen to be in his own room.

Having on two occasions inspected the discipline of the house, both in the day and night time, I may state that I am satisfied with the strictness and punctuality of the enforcement of the regulations.

(Signed) J. E. HODGSON, M.A.,
Inspector of High Schools.

August 1st, 1893.

APPENDIX IV.

REPORT OF THE MEDICAL OFFICER OF UPPER CANADA COLLEGE FOR THE YEAR 1892.

Principal Dickson :—

DEAR SIR,—I am happy to report, for the information of the Honorable Minister of Education, that the pupils of Upper Canada College have been comparatively free from diseases of all kinds during the last year, and that no diseases of a low type prevailed, thus showing the good sanitary condition of the institution and the excellent hygienic rules enforced, respecting which I hereby submit a brief account for his consideration.

Perhaps no better location for a public institution could have been selected from a sanitary point of view, than the site of Upper Canada College in Deer Park. It is situated on one of the highest points of land in the vicinity of North Toronto, being over a mile from the city limits. The land slopes from the building in every direction, forming a natural drainage and making it impossible for water to stand in pools about the grounds. The soil is sandy loam overlying a gravel ridge. It is entirely removed from the smoke and noise of factories, or any other thing that would tend to militate against the efficient carrying on of the school. The view, too, from the College windows is the finest to be seen in the vicinity of Toronto. In the construction of the building the most recent sanitary principles have been carried into effect; a vaulted air-duct extends under the entire basement floor of the building. This duct is ventilated by two four-horse power fans driven by an electric motor. The whole building from cellar to attic is ventilated in this way, and the air of the building changed when necessary. The floors of the first two stories are hardwood; the third and fourth stories have pine floors, the hallways of which are covered with Nairn's floor cloth. The cleanliness of the building is well looked after. The drainage of the College empties into the city sewers, but every precaution has been taken to prevent the gas from the city sewers reaching the College. There are no fewer than six open gratings for ventilating the sewer between the College building and the city, thus preventing the gas from reaching the College. It is doubtful if the gas could be forced very far past one of these openings, much less past six of them.

The place is lighted by the incandescent electric light. There is no vitiation of air as there is in rooms lighted by coal gas, the sickness incidential to bad ventilation is therefore not likely to occur. This system, taken in connection with the thorough ventilation of the building, makes it one of the safest of buildings from a sanitary point of view.

Thermostats.—For the automatic regulation of the temperature of the class-rooms, thermostats set for 66° Fahr. are placed in these rooms. The temperature of the class-rooms, when the weather is not too severe, is equable.

The water supply.—The water supply of the College is derived from the following sources:—

(1) From the city system.

(2) From a large well sunk into the gravel ridge to a depth of eighty feet.

(3) From two large rain-water cisterns, each twenty-five feet in diameter and thirty feet deep, filled from the roofs of the building.

The water derived from the city is comparatively free from sediment owing to the process of settling that the water passes through before it is finally pumped into the steel tanks in the roof of the main building. The water derived from the city is now used only for washing, flushing water-closets and sprinkling the grounds and flooding the rinks. The rain-water is used for the steam heating and in the laundry The well is the source of the drinking water.

The following is an analysis of the water:—

Qualitative analysis of samples of water taken from the well in rear of Upper Canada College, main building.

1. Odor, taste, reaction, color—none.
2. Chlorine—none.
3. Nitrates and nitrites—none.
4. Ammonia—none.
5. Organic matter—none.
6. Hardness—considerable, owing to the amount of acid, carbonate of lime and sulphates in solution.

I consider this good well water.

(Sgd.) A. Y. Scott,
Analyst.

The milk supply.—The milk supply of the College is obtained from a dairy farm in the township of Markham belonging to R J. Armstrong, V.S. Mr. Armstrong's farm is well adapted for grazing. Pure spring water crosses the farm, which is situated about twenty-five miles from Toronto, in one of the most fertile parts of the township. Great care is taken with the feeding of the cattle, and the preservation of the milk is a matter of personal care with Mr. Armstrong. The milk is first class in quality. The boys are allowed milk at least twice a day.

The meat is delivered every day by the butcher.

The bill of fare is a generous one. The following is an average statement of the daily *menu*:—

Breakfast—7.45 o'clock.

Porridge and milk.
Two kinds of hot meat, or one kind with eggs or cold meat.
Fried potatoes, bread.
Tea or coffee or milk.

Lunch—At 12.30 o'clock.

Soups of various kinds.
Cold meat or fish.
Biscuits or cake, bread.
Milk or water.

Dinner—At 6 o'clock.

Two kinds of hot meat, or poultry on Sundays.
Mashed potatoes and cabbage, or turnips with green peas or corn or parsnips.

Dessert.

Apple pie and custard, or
Puddings of several kinds.
Tea or milk if required.
Fruit once or twice a week.

Physical culture. Great attention is given to systematic physical training in the College. The boys are thoroughly examined by me twice a year, first to ascertain their fitness for undergoing physical drill and to indicate the kind of physical training they should have, and, secondly, to ascertain the progress made. No boy is allowed to take gymnastics who is physically incapacitated for such exercises. The new physical drill, which consists of marching, foil exercise and military drill, with light gymnastics, constitutes the course which is an eclectic one, comprising the best features of all the systems. The following measurements of the boys are taken twice a year:

(1) Height in feet and inches.
(2) Inflated and depressed chest measurements.
(3) The measurements of the muscles of the forearm.
(4) The weight and age. The nationality of parents is also recorded.

Laundry. In order to protect the College from the possibility of infection being brought into the institution through washing being sent out, the College is supplied with a complete laundry outfit. A seven and one-half horse-power electric motor drives a washing machine, a centrifugal wringer, a steam mangel and a shirt ironer, and all the machines usually found in a first-class steam laundry plant; there is also an iron-drying closet. A further protection against the spread of disease is always taken by sending out the bedding and clothing of boys who are ill with the measles to the isolation hospital to be thoroughly disinfected. So far as the laundry department of the College is concerned, it is as complete as it is possible to make it.

The isolation hospital. The small frame cottage in rear of the building, containing two rooms, has been used as an isolation hospital in cases of boys taken ill with measles. As yet this is the most serious disease of a contagious character that any of the boys of the College have had. The importance of erecting a properly-equipped hospital, detached from the building, for the isolation of boys suffering from contagious diseases, cannot be too strongly urged. However complete the sanitary conditions of a place may be, every one is more or less exposed to sickness of a contagious character. There is no doubt that the crowded street car, crowded meetings, churches and Sunday schools are all means of spreading diseases of a contagious or infectious character. No institution can hope to have entire freedom from the danger of contracting these diseases, and hence the necessity for an isolation hospital.

The swimming bath. A swimming bath with two shower baths and dressing room for the accommodation of six boys, has been fitted up. The swimming bath is thirty feet long, fifteen feet wide, six feet at one end and shallowing to three feet at the other end. It is also provided with the most improved methods of heating the water. This swimming bath is open to both boarders and day boys, and is in charge of an instructor while in use. The room is heated by steam coils running around the three sides. Every precaution is taken to prevent accidents. Only six boys are allowed in at a time. The entire removal of the bathing of the boys to a building not connected with the College is an advantage in many ways. The ordinary bath-tub in use for say four or five hours a day, is not the best for the use of schools.

The cricket fields. The area of the land upon which the College building stands is thirty acres; about three acres are utilized for building purposes, four acres are under cultivation, the remainder is used for recreation grounds. The quarter-mile race track is in course of construction, and there is ample space for cricket fields and other school games. These recreation grounds are necessary adjuncts of the gymnasium. When these grounds are put in proper condition, the means for carrying on physical culture at Upper Canada College will certainly be of a very high order. The College authorities very wisely organize the boys into sets for cricket, football and tennis. Two hockey rinks are also provided for the winter sports. Every means should be used to keep the boys fully employed while out of school.

In conclusion, permit me to state that my almost daily visits to the College have given me every opportunity of observing the management of the institution and I have no hesitation in saying that no other institution in the Dominion of Canada surpasses Upper Canada College in the care taken for the preservation of the health of the boys.

James Thorburn, M.D.,
Medical Officer.

BURSAR'S FINANCIAL STATEMENT,

1892-3.

No. 1.

UPPER CANADA COLLEGE.

THE BURSAR'S STATEMENT of Receipts and Expenditures on Capital Account for the year ending 30th June, 1893.

	$ c.
Receipts.	
Surplus income for the year ending 30th June, 1892, carried to Capital Account.	4025 94
Expenditures.	
Amount transferred to Rink and Barn Account under Order-in-Council	2466 19
" " Partitioning Rooms and Steam Heating Account under Order-in-Council	967 61
" " Swimming Bath Account under Order-in-Council.....	566 20
Balance carried back to Income Account for year 1892-3	25 94
	4025 94

BURSAR'S OFFICE,
Toronto, 3rd July, 1893.

J. E. BERKELEY SMITH,
Bursar.

No. 1*a*.

UPPER CANADA COLLEGE.

THE BURSAR'S STATEMENT of Receipts and Expenditure on Rink and Barn Account for the year ending 30th June, 1893.

Receipts.

Amount appropriated from Capital Account by Order-in-Council $2466 19

Expenditures.

To whom paid.	Service.	$ c.	$ c.
The Principal	To pay men at work on building, etc.	212 43	
S. Fraser	Wages as superintendent of workmen..... $126 75		
"	Expenses to Huntsville in connection with work 23 45	150 20	
J. Coates	Work	66 38	
J. Crocker	"	54 46	
A. Grant	"	75 83	
A. Fraser	"	83 15	
H. Morris	"	60 24	
H. Jennings	"	40 05	
J. Murray	"	61 55	
J. F. Pickering	"	21 80	
Boyce & Co	Lumber	1403 01	
C.P.R. Planing Mills Co.	"	56 26	
Stewart & Wood	Paint, etc	53 94	
Ontario Lime Association	Lime	20 10	
The Gutman Hamilton Co.	Pipe	15 00	
Baird Bros.	Gutters	43 00	
Joseph Harrington	Plastering	160 00	
J. & A. Bertram	Hardware	66 16	
Thos. McQuain	Iron straps	40 00	
		2683 56	
	Less proportion of Wages and Lumber Account chargeable to Partitioning Rooms and Steam Heating Account transferred to that account 219 82		
	do to Swimming Bath Account . 16 20		
	do to General Repairs Account . 42 16		
		278 18	
	Balance unexpended carried to Income Account for year 1892-3		2405 38
			60 81
			2466 19

BURSAR'S OFFICE,
Toronto, 3rd July, 1893.

J. E. BERKELEY SMITH,
Bursar.

No. 1*b*.

UPPER CANADA COLLEGE.

THE BURSAR'S STATEMENT of Receipts and Expenditures on Partitioning Rooms and Steam Heating Account for the year ending 30th June, 1893.

Receipts.

Amount appropriated from Capital Account by Order-in-Council	$967 61

Expenditures.

To whom paid.	Service.	$ c.	$ c.
Bryce & Co	Lumber	247 84	
J. & A. Bertram	Hardware	38 35	
James Morrison	Material for steam heating works, etc	317 60	
Thomas Lawlor	Work on steam heating	144 00	
		747 79	
	Proportion of Wages and Lumber Account transferred from Rink and Barn Account	219 82	
			967 61
			967 61

No. 1*c*.

UPPER CANADA COLLEGE.

THE BURSAR'S STATEMENT of Receipts and Expenditure on Swimming Bath Account for the year ending 30th June, 1893.

Receipts.

Amount appropriated from Capital Account by Order-in-Council	$566 20

Expenditures.

To whom paid.	Service.	$ c.	$ c.
A. Gardner & Co	Swimming bath	550 00	
	Proportion of Wages Account transferred from Rink and Barn Account	16 20	
			566 20
			566 20

BURSAR'S OFFICE,
Toronto, 3rd July, 1893.

J. E. BERKELEY SMITH,
Bursar.

No 2.

UPPER CANADA COLLEGE.

THE BURSAR'S STATEMENT of Receipts and Expenditures on Income Account for the year ending 30th June, 1893.

		$ c.	$ c.
Receipts.			
Day Pupil's Fees			6799 00
Resident Pupil's Fees		29692 25	
Less rebates:—R. H. L. Gilmour	828 00		
do J. J. Kingsmill	23 00		
do H. G. Clemenger	30 00		
do do Amount advanced to send boy home.	25 00		
		106 00	
			29586 25
Medical Fees			400 00
Shorthand and Typewriting Fees			285 00
Entrance Fees			539 00
Amount unexpended of appropriation for rink and barn			60 81
Amount unexpended of surplus income of previous year carried back to this account			25 94
Balance 30th June, 1893			8315 71
			46011 71

Expenditures.

SALARIES AND AMOUNT RESERVED THEREFROM FOR RETIREMENT FUND.

To whom paid.	Service.	$ c.	$ c.	$ c.
George Dickson	Principal and 1st English Master, 12 months' salary	2405 00	195 00	
W. S. Jackson	Dean and 1st Classical Master, 12 months' salary	1412 50	87 50	
G. B. Sparling	1st Mathematical Master, 12 mos. salary	1412 50	87 50	
S. B. Leacock	1st Modern Language Master, 12 months' salary	1212 09	71 25	
A. H. Young	Former 1st Modern Language Master, salary to 31st August, 1892	235 42	14 58	
A. Y. Scott	Science Master, 12 months' salary	475 00	25 00	
G. W. Johnson	1st Commercial Master, 12 months' salary	1412 50	87 50	
A. A. Macdonald	2nd Classical Master, do	1135 00	65 00	
D. Hull	2nd Mathematical Master do	1135 00	65 00	
O. Pelham Edgar	2nd Modern Language Master, salary from 1st September, 1892	791 66	41 68	
E. H. Carpenter	2nd Commercial Master, 10 mos. salary	625 43	32 91	
W. G. Armstrong	do do (successor to E. H. Carpenter), 1⅔ months' salary	106 25	3 12	
W Allan Neilson	Assistant English Master, 12 mos. salary	839 16	44 16	
A. D. Passmore	Assistant Classical Master, salary to 31st October	269 16	14 16	
R. Holmes	Drawing Master, 12 months' salary	380 00	20 00	
Walter Robinson	Music Master, salary from 1st Sept., 1892	166 68		
W. E. Haslam	Former Music Master, salary to 31st of August, 1892	50 00		
F. W. Terry	General Assistant Master, 12 mos. salary	570 00	30 00	
J. H. Collinson	do do salary from 15th October, 1892	472 49	23 34	
D. M. Duncan	Locum tenens for Mr. Carpenter, salary	87 50		
C. G. Scott	Accountant, salary	171 11	6 67	
J. Watson	do (temporary), salary	9 84		
Dr. J. Thorburn	Physician, salary	400 00		
Mrs. Sewell	Matron, salary	290 00	15 00	
George Frost	Janitor, salary	477 66	22 34	
Albert Baker	Gardener, salary	190 00	10 00	
Robert Saxby	Engineer, salary	855 00	45 00	
S. G. Ball	Stoker, salary	180 86	10 00	
Alexander Martin	do (successor to Ball), salary	134 37	6 66	
George Robinson	do (successor to Martin), salary	81 09	3 34	
John Martin	Nightwatchman, salary	108 45	5 71	
James Fraser	do (successor to Martin,) salary	157 92	4 16	
Ernest Stopps	Nightwatchman (successor to Fraser), salary	122 57	5 00	
Edward Dunn	do (temporary) salary	4 95		
B. Halfpenny	Drill instructor, salary	400 00		
E. W. Scovell	Swimming Instructor, salary	41 00		
Miss Carrie Jeffrey	Stenographer, salary	209 80		
Miss A. L. Bentley	do (successor to Miss Jeffrey), salary	77 00		
		19104 96	1041 58	
	Total of salaries and Retirement Fund.			20146 54
	WAGES, STEWARD'S DEPARTMENT.			
The Principal	To pay wages of servants			3442 15
	PENSIONS.			
John Martland	Instalments of allowance		1000 00	
Wm. Wedd	do do		200 00	
Henry Brock	On account of allowance		200 00	
				1400 00

Expenditures.—Continued.

To whom paid.	Service.	$ c.	$ c.	$ c.
	GENERAL REPAIRS.			
J. T. Aggett	Repairing lavatory bath-tubs		41 25	
A. R. Williams	Stocks and dies for pipe and machinery sundries		21 88	
S. R. Earle	Injectors, etc. for engine and work on same		274 04	
R. M. Saxby	Air valves for pumps and placing same, and preparing boilers for injectors		30 00	
John Inglis & Son	Work on Engine		3 34	
Keith & Fitzsimons	Washers, etc		6 07	
S. E. Plowman	Repairs in engine-room		20 10	
Frank Wallis	Plumbing		3 75	
A. G. McIntyre	Galvanized iron work		12 00	
James Findlay	Repairing lawn mower		6 25	
G. Duthie & Son	Repairing roof		25 30	
St. Lawrence Foundry Co.	Tightening rods		3 00	
C. H. Edwards	Mouldings		10 17	
R. B. Fox	Putty		3 00	
Joseph Harrington	Plastering		27 50	
Ontario Lime Association	Lime		15 70	
Stewart & Wood	Paints, oils, turpentine, etc		244 06	
Bryce & Co	Lumber for repairs		107 70	
C.P.R. Planing Mills Co	do do		35 12	
Wm. Forbes	do do		15 00	
Thomas McQuain	Blacksmithing repairs		9 60	
R. George	Repairing steel bar		10 75	
	Amount transferred from Rink and Barn Account, being proportion of wages chargeable to this account		925 58 42 16	967 74
	REPAIRING STOVES AND TINWARE.			
W. J. Hallarn	Repairs		48 06	
E. & C. Gurney Co	do		24 20	72 26
	FUEL.			
P. Burns & Co	Coal and Wood		2579 22	
W. McGill & Co	do do		968 27	
The Smith Coal Co	do do		120 96	
John Keith	do do		17 80	3686 25
	WATER.			
Water Works Department	Accounts		1143 35	
	Less amount received from Deer Park Sanatorium	154 00		
	Less amount received from Baldwin & Morris	54 00		
			208 00	935 35
	TELEPHONES.			
Bell Telephone Co	Rent of telephone			57 50
	GROUNDS.			
David Sutherland	Work on gutters, roadway, etc			39 37
	HARDWARE.			
Aikenhead Hardware Co.	Hardware		195 34	
James S. Robertson	do		3 66	
A. R. Williams	do		53 88	252 88

Expenditures.—Continued.

To whom paid.	Service.	$ c.	$ c.	$ c.
	Furniture.			
T. Eaton & Co	Furniture		30 35	
E. Martin	Book-case		20 00	
Chas. Rogers & Sons Co	Desk		18 00	
John Fletcher & Sons	Walnut tablet		16 98	
George Frost	Gold knobs for tablet		3 40	
John Kay, Son & Co	Carpets		63 88	
				152 61
	Bedding and Linen.			
John Catto & Son	Quilts, blankets, pillows, etc		587 33	
T. G. Foster & Co	Material for mattrasses		29 30	
				616 63
	Crockery.			
Glover Harrison Estate	Crockery			47 45
	Drugs and Medicine.			
J. H. Mackenzie	Drugs and chemicals		102 40	
Map and School Supply Co.	Chemicals, etc		16 43	
The Johnston & Johnston Co.	do		5 81	
Medical Health Dept	Vaccine points		3 75	
				128 39
	Stationery.			
Rowsell & Hutchison	Stationery and postage stamps		19 95	
Warwick & Sons	do		127 43	
Williamson & Co	do		18 25	
Hart & Riddell	do		2 75	
				168 38
	Printing.			
Warwick & Sons	Printing		19 84	
Rowsell & Hutchison	do		18 50	
				38 34
	Advertising.			
Mail Printing Co	Advertising		126 63	
Empire do	do		92 00	
Globe do	do		167 66	
Evening Telegram	do		23 45	
News Printing Co	do		13 80	
Toronto World	do		26 70	
Sheppard Publishing Co	do		10 00	
Canadian Churchman	do		6 00	
Canadian Baptist	do		3 50	
William Briggs (*Christian Guardian*)	do		33 70	
Presbyterian News Co	do		6 00	
Presbyterian Ptg. & Pub Co.	do		6 00	
The Week	do		6 00	
The J. E. Bryant Co	do		8 00	
				529 44
	Pew Rents.			
Christ Church	Pew rent		112 00	
Church of The Messiah	do		112 00	
Deer Park Presby. Church	do		90 00	
Yonge St. Meth. Church	do		20 00	
				334 00

Expenditures.—Continued.

To whom paid.	Service.	$ c.	$ c.	$ c.
	Prizes.			
Hunter Rose & Co	Books		201 96	
Rose Publishing Co	do		38 20	
Toronto Silver Plate Co	Prize cup		11 45	
S. B. Windrum	do		10 00	
				261 61
	Exhibitions.			
Reginald Wilson	Allowance		30 00	
C. H. Bradburn	do		20 00	
				50 00
	Insurances.			
Ætna Insurance Co	Premium insurance on building (3 years')		72 80	
Alliance Assurance Co	do		72 80	
Fire Insurance Exchange	do		72 80	
Guardian Assurance Co	do		72 80	
Hand-in-Hand Ins. Co	do		72 80	
Lancashire Insurance Co	do		72 80	
Manchester Insurance Co	do (72.80, less rebate 11.67)		61 13	
Mercantile Insurance Co	do		72 80	
Northern Insurance Co	do		72 80	
Perth Mutual Ins. Co	do		72 80	
Queen City Insurance Co	do		72 80	
Royal Insurance Co	do		72 80	
Scottish Union & National Insurance Co	do		72 80	
Waterloo Mutual Ins. Co	do		72 80	
Western Assurance Co	do		72 80	
Sun Insurance Co	do		11 86	
Hartford Insurance Co	do		11 86	
Atlas Insurance Co	do		11 86	
Liverpool & London & Globe Insurance Co	do		11 86	
Union Insurance Co	do		11 86	
				1139 63
	Sidewalks.			
Miller & Duncan	To pay Treasurer Tp. of York for sidewalk, Avenue Rd			270 56
	Petty Cash.			
The Principal	Disbursements		256 75	
C. G. Scott (accountant)	do		100 00	
W. Kingdon (steward)	do		60 00	
George Frost (janitor)	do		9 16	
				425 91
	Cab Hire.			
Robt. Bond	Cab hire		10 25	
Doane's Livery	do		23 25	
Townsend's Livery	do		17 50	
Chas. Brown	do		6 75	
John Higgins	do		4 00	
Hon. Jno. Beverley Robinson	Amount disbursed for cab to go to College prize day		2 50	
				64 25
	Horse Feed, Etc.			
B. Sinclair	Feed for horse		83 65	
R. H. Beaty	do		16 06	
Chas. Goulding	do		7 03	
John Dowden	Horseshoeing		9 01	
T. A. Crow	do		9 01	
				124 76

Expenditures.—Continued.

To whom paid.	Service.	$ c.	$ c.	$ c.
	STEWARD'S DEPARTMENT (RESIDENCE).			
Swan Bros	Groceries		2346 07	
R. H. Beaty	do		6 51	
Eby, Blain & Co	do		363 99	
Joseph Norwich	Meat		2832 70	
George Coleman	Bread, etc		697 94	
C. J. Frogley	do		115 04	
Miss A. Lyons	Butter and eggs, etc		110 08	
R. G. Armstrong	Milk		754 56	
Barton Bros	Vegetables		193 86	
Strathroy Canning & Preserving Co	Canned vegetables, etc		201 00	
F. Simpson	Fruit and vegetables		332 24	
Robert Barron	Fruit, etc		15 20	
The Smith Bros. Co	do		40 00	
M. Lefebure & Co	Preserves		50 40	
W. Barrett	Potatoes		340 00	
M. Doyle	Fish		90 88	
Knickerbocker Ice Co	Ice		64 50	
Lake Simcoe Ice Supply Co.	Ice		20 38	
Morse Soap Works	Laundry materials		266 36	
Pure Gold Mnfg. Co	do		30 42	
C. W. Irwin	Duty, etc., on laundry material		6 50	
				8878 63
	MISCELLANEOUS.			
City Treasurer	Use of sewer for 1891-2-3		154 80	
Miller & Duncan	Law costs *re* sewer, sidewalk, electric lighting, etc		118 01	
Strickland & Symons	Architects' commission on work done		67 00	
Barrett & Wright	Galvanized iron work in connection with cold storage		79 46	
Morrison & McDermott	Irons on flag pole		5 00	
J. Walker Estate	Wheelbarrow		4 50	
S. B. Chandler & Son	Coil for Hospital		4 00	
Miss E. A. Faulkner	Services as nurse		18 00	
Miss Grace Hodgson	do		8 00	
Miss Lyle	do		6 50	
Dr. J. Thorburn	Medical attendance on John Martin's daughters		20 00	
Williamson Book Co	Books		33 10	
Rowsell & Hutchison	do		4 95	
Map & School Supply Co.	Ink wells		3 00	
John C. Lander	Telegrams		5 30	
Cyclostyle Co	Supplies for cyclostyle		12 57	
Henry Slight	Flowers for Governor-General's Reception		6 00	
R. J. Hovenden	Framing pictures		6 00	
Toronto Electrical Works	Electric supplies		53 89	
Toronto Incandescent Electric Light Co	do		2 00	
Can. General Electric Co.	do		8 98	
Southwick Oil Co	Engine oil and tank		34 30	
McColl Bros. & Co	Engine oil		239 68	
R. M. Saxby	Sundry labor		10 00	
Joseph Macfarlane	do		6 25	
Chas. Goulding	Temporary board for man		20 00	
Thos. J. Godwin	Rent of house for janitor (9 months)		81 00	
G. B. Sparling	Moving expenses allowed him		19 98	
Rose Cartage Co	Moving Frost's furniture to new building		16 50	
Col. H. J. Grasett (Chief of Police)	Services of policemen at College "At Home"		10 00	
Medland & Jones	Premium on bond C. G. Scott		25 00	
Kate Enright	Allowance on account of being disabled in laundry		30 00	
				1113 77

Expenditures.—Continued.

	$ c.	$ c.	$ c.
INTEREST ON BANK BALANCES.			
Amount charged by Bank of Commerce for interest on overdrawn account to 30th June, 1893			108 55
INTEREST ON RETIREMENT FUNDS.			
Amount due for interest on balances of Retirement Fund at 31st Dec., 1892 and 30th June, 1893		41 65	
Less interest allowed by Bank on separate account in Savings Dept		21 89	19 67
ENTRANCE FEES.			
Amount received during year, as per other side, transferred to separate account, No. 4			539 00
			46011 71

BURSAR'S OFFICE,
Toronto, 3rd July, 1893.

J. E. BERKELEY SMITH,
Bursar.

No. 3.

UPPER CANADA COLLEGE.

THE BURSAR'S STATEMENT of Receipts and Expenditures on Mason Medals Account for the year ending 30th June, 1893.

	$ c.
Receipts.	
Balance 30th June, 1892	53 00
Dividend, Canada Permanent Loan and Savings Co., Stock	54 00
	107 00
Expenditures.	
Ryrie Bros., Medals (2 years)	80 00
Balance 30th June, 1893	27 00
	107 00

BURSAR'S OFFICE,
Toronto, 3rd July, 1893.

J. E. BERKELEY SMITH.
Bursar.

No. 4.

UPPER CANADA COLLEGE.

THE BURSAR'S STATEMENT of Receipts and Expenditures on Entrance Fees Account for the year ending 30th June, 1893.

	$ c.
Receipts.	
Balance 30th June, 1892	251 07
Amount received during the year, transferred from Income Account	539 00
	790 07
Expenditures.	
The Principal, for current expenditure	421 25
Balance 30th June, 1893	368 82
	790 07

BURSAR'S OFFICE,
Toronto, 3rd July, 1893.

J. E. BERKELEY SMITH,
Bursar.

No. 5.

UPPER CANADA COLLEGE.

THE BURSAR'S STATEMENT of Receipts and Expenditures on Retirement Fund Account for the year ending 30th June, 1893.

	$ c.
Receipts.	
Balance 30th June, 1892	515 93
Amount reserved from salaries of teachers and officers as per Statement No. 2	1041 58
Interest allowed on balances as provided by Order-in-Council	41 65
	1599 16
Expenditures.	
Amount at Cr. of A. H. Young, paid to him on leaving the service	58 33
" A. D. Passmore, " "	34 56
" E. H. Carpenter, " "	53 02
" S. G. Ball, " "	15 15
" James Fraser, " "	4 16
" Ernest Stopps, " "	5 00
" Alex. Martin, " "	6 66
" Geo. Robinson, " "	3 34
Balance 30th June, 1893	1418 94
	1599 16

BURSAR'S OFFICE,
Toronto, 3rd July, 1893.

J. E. BERKELEY SMITH,
Bursar.

No. 6.

UPPER CANADA COLLEGE.

CASH BALANCES as at 30th June, 1893.

——	Dr.	Cr.
Account.	$ c.	$ c.
Income	8315 71	
Mason Medals		27 00
Entrance Fees		368 82
Retirement Fund		1418 94
Bank of Commerce, Savings Dept	1418 94	
Bank of Commerce		7919 89
	9734 65	9734 65

BURSAR'S OFFICE,
Toronto, 3rd July, 1893.

J. E. BERKELEY SMITH,
Bursar.

RETURN

To an Order passed by the Legislative Assembly on the 1st day of April, 1892, for a Return shewing the number of Royal Commissions, issued since Confederation, together with the date of the issue thereof, subjects inquired into, costs of each with names of Commissioners and amount paid to each.

By Command,

J. M. GIBSON,
Secretary.

Provincial Secretary's Office,
Toronto, 22nd February, 1894.

RETURN

To an Order of the House of the 1st day of April, 1892, shewing the number of Royal Commissions issued since Confederation, together with the date of the issue thereof, subjects inquired into, with costs of each, with names of Commissioners and amount paid to each.

	Date of Commission.	Subject of inquiry.	Costs of each Commission.	Names of Commissioners.	Amounts paid to each Commissioner.	
			$ c.		$ c.	
1	21 August, 1869....	Examination concerning divers escapes of prisoners from the Common Gaols		John W. Langmuir		
2	11 December, 1869.	*Re* Financial affairs, Township Barton	500 00	John J. Mason	500 00	Commission issued at the request of, and all expenses paid by, the Municipality.
3	27 March, 1871	*Re* Financial affairs, Cornwall	191 23	William Bristow	191 23	Commission issued at the request of, and all expenses paid by, the Municipality.
4	19 September, 1871	Law Reform Commission	1,014 58	Hon. Adam Wilson	600 00	
				Hon. G. W. Gwynne	600 00	
				Hon. Samuel H. Strong	600 00	
				His Honor James R. Gowan	600 00	
				Christopher S. Patterson	600 00	
	13 January, 1872...			Thomas Moss	500 00	
5	8 February, 1872..	*Re* Conduct of J. B. Ross, a Justice of the Peace		William W. Dean		
6	4 April, 1872	*Re* Adam Sutherland (escheat)		Kenneth McKenzie		
				John O'Donohoe		
7	5 September, 1872.	Revoking the Law Reform Commission				
8	10 October, 1872 ...	*Re* Charges against Sheriff of Bruce		John W. Langmuir		
9	3 May, 1873	*Re* Closing Emigration Societies		William Edwards		
10	10 December, 1873.	*Re* Agricultural Farm at Guelph		Hon. Archibald McKellar		
				Hon. David Christie		
				Hon. James Skead		
				Hon. George Brown		
				Andrew Wilson		
				Rev. John McCaul		
				George Buckland		
				James A. McLellan		
				Delos. W. Beadle		
11	4 May, 1874	Relating to Immigration		Hon. Adam Crooks		
12	19 May, 1874	*Re* Financial affairs of the Township of Dover East	80 00	Charles G. Chartis		Treasurer states he has not cash books from 1874 to 1880, and does not know whether more than $80 were paid. Commission issued at the request of, and all expenses
				J. J. Thompson		
13	12 June, 1874.....	*Re* Timber limits of Thos. Scott		Hon. Albert N. Richards		
14	7 July, 1874.....	*Re* Organization of School of Agriculture at Guelph		Hon. David Christie		
				Hon. George Brown		
				James Young		
				George Buckland		
				Delos W. Beadle		

						paid by, the Municipality.
15	29 July, 1875	*Re* Financial affairs, Township of Cumberland	.....	James G. Black	....	Township Treasurer states there are no entries at all for 1875 in the Treasurer's Book; also, "I cannot find any charges or amounts paid by the Municipality of Cumberland for that Commission.
16	5 August, 1875....	*Re* Charges against contractors of drainage works, Township of Moore	.....	Frederick Thomas Jones...		
17	29 November, 1875.	*Re* Conduct of Clerk of Division Court, County Kent ..	.....	M. B. Jackson		
18	21 January, 1876...	*Re* Financial affairs of the Town of Belleville.....	2,718 21	A. Lewis Morden.....	Not stated.....	Commission issued at the request of, and all expenses paid by, the Municipality.
				James McKibbin		
19	8 May, 1876	*Re* License of Clifton House Hotel (Clifton).....	.....	James Shaw Sinclair.....		
20	3 November, 1876.	*Re* Charges against County Judge of Oxford	.....	Æmilius Irving, *et al*		
21	1 June, 1877.....	*Re* Canada Car Company.....	*1,588 83	Hon. Wm. P. Howland ...	1,725 25	
				Z. R. Brockeway		
				James Noxon.....		
22	3 July, 1877	*Re* Records and documents stolen from Election Court, Lincoln.....	.....	William Warren Dean		
23	13 November, 1877.	*Re* Charges against William Plows, a Justice of the Peace	.....	Alfred Frost		
24	19 August, 1879....	*Re* Financial affairs, Counties of Lennox and Addington	1,317 55	Richard Snelling	Not stated.....	Commission issued at the request of, and all expenses paid by the Municipality.
25	13 September, 1879.	*Re* Financial affairs of Town of Cornwall	567 75	A. H. Dymond.....	567 75	do do
26	2 October, 1879 ...	*Re* Financial affairs of W. Garafraxa	366 43	John Prain.....	352 00	do do
27	15 December, 1879 .	*Re* Financial affairs, Township of Houghton.....	261 10	A. H. Dymond.....	247 00	do do
28	26 January, 1880...	*Re* Charges against Judge of the County of Huron.....	....	Æmilius Irving		
29	7 April, 1880	To enquire into and report upon the agricultural resources of the Province	6,049 80	Hon. S. C. Wood.....		
				Thomas Ballantyne.....		
				J. B. Aylsworth.....		
				William Brown.....		
				John Watson.....		
				Thomas Stock.....		
				Andrew Wilson.....		
				John Dryden.....		
				William Saunders.....		
				Eli H. Hilborn		
				J. P. Wiser		
				Edward Byrne		
				John McMillan.....		
				William Whitelaw.....		
				Richard Gibson.....		
				Francis Malcolm		
				Alfred Hutchinson Dymond	2,850 00	
				Edward Stock.....		

* This amount includes $1,198.35 for reporting and printing.

RETURN shewing the number of Royal Commissions issued since Confederation, etc.—*Continued.*

	Date of Commission.	Subject of inquiry.	Costs of each Commission.	Names of Commissioners.	Amount paid to each Commissioner.	——
			$ c.		$ c.	
30	8 May, 1880	*Re* charges against Crown Lands agent, Township of Anstruther		George Kennedy		
31	14 July, 1880	*Re* Infirmity of County Court Judge, Wellington		Æmilius Irving		
32	26 October, 1880	*Re* Charges against Sheriff of Carleton		Thomas B. McMahon		
33	13 June, 1881	*Re* Financial affairs, Township of Moulton	290 00	E. J. Senkler	Not stated.	Commission issued at the request of, and all expenses paid by, the Municipality.
34	8 September, 1881.	*Re* Charges against Registrar, County of Bruce		Æmilius Irving		
35	30 September, 1881.	*Re* Financial affairs, Township of Sombra	306 40	Thomas Botham	306 40	Commission issued at the request of, and all expenses paid by, the Municipality.
36	7 October, 1881	*Re* License Fund account, License District of Carleton		William Avid Ross		
37	21 December, 1881	*Re* Charges against R. H. Rose, a Justice of the Peace		James Dingwall		
38	5 January, 1882	*Re* Charges against J. Riddell, a Justice of the Peace		F. H. Amsley		
39	28 March, 1882	*Re* Financial affairs, Township of Rochester		James Dougall Thomas J. Elliott		Commission issued at the request of, and all expenses paid by, the Municipality. No reply received from Township Treasurer.
40	4 April, 1882	*Re* Charges against Sheriff of Elgin		John Crickmore		
41	30 May, 1883	*Re* Financial affairs of Brockton	448 38	Joseph Blakely	448 38	Commission issued at the request of, and all expenses paid by, the Municipality.
42	12 May, 1884	To enquire into and investigate charges of bribery, and *re* Members of the Legislative Assembly		Hon. Wm. Proudfoot Alexander Forsyth Scott Edmund John Senkler		
43	5 January, 1884	To enquire into and investigate the maltreatment of the Assistant Master at the Agricultural College		John Winchester		
44	21 June, 1884	*Re* Charges against License Inspector of York		Thomas W. Casey		
45	7 March, 1885	*Re* Charges against Bright, a Constable		John Winchester		
46	29 May, 1885	*Re* Charges against Warden of the Central Prison		Hon. C. S. Patterson John W. Langmuir		

47	6 July, 1885	*Re* Charges against Warden of the Central Prison	6,187 18	James Shaw Sinclair	1,400 00	
				John W. Langmuir	1,400 00	
				Dennis A. O. Sullivan	1,400 00	
48	22 July, 1885	*Re* Charges against License of County of Peel		Thomas W. Casey		
49	6 November, 1885.	*Re* Charges against the Lockup Keeper, Little Current.		David R. Springer		
50	30 June, 1886	*Re* Charges against R. J. Armstrong, J.P.		E. F. B. Johnston		
51	8 October, 1886	*Re* Charges against Arthur Starkey, Registrar of Deeds		Æmilius Irving		
52	13 July, 1887	*Re* Offences committed under the Explosive Substances Act at Orangeville		Mathew S. Grey		
53	15 July, 1887	*Re* Charges Green Point Ferry		Æmilius Irving		
54	15 July, 1887	*Re* Charges against the Ontario Grain and Seed Company		"		
55	28 July, 1887	*Re* Charges against J. W. Nesbitt, J.P		"		
56	22 August, 1887	*Re* Charges against A. McKenzie, J.P.		"		
57	22 August, 1887	*Re* Financial affairs Township of Culross	18 80	John Logan	18 80	Commission issued at the request of, and all expenses paid by, the Municipality.
58	6 October, 1887	*Re* Charges against G. Spencer, Police Magistrate, Owen Sound		Æmilius Irving		
59	6 October, 1887	*Re* Charges against J. Roberts, J.P.		"		
60	11 October, 1887	*Re* Financial affairs, Township of Culross	525 00	William F. Munroe	475 00	Commission issued at the request of, and all expenses paid by, the Municipality.
61	14 October, 1887	*Re* Charges against Police Magistrate at Port Arthur		Æmilius Irving		
62	18 October, 1887	*Re* Charges against the Police Magistrate for the Town of Ingersoll		"		
63	12 November, 1887.	*Re* Charges against I. T. Partridge, Police Magistrate for County of Simcoe		John Winchester		
64	18 November, 1887.	*Re* Charges against A Buschlen, J.P		Æmilius Irving		
65	9 December, 1887	Respecting government and laws affecting municipal institutions	323 82	Hon T. W. Anglin	3,650 00	
				E. F. B. Johnston		
				William Houston		
66	24 January, 1888	*Re* Charges against George Burden, Police Magistrate for Algoma		John Winchester		
67	22 March, 1888	*Re* Charges against W. T. Nugent, J.P.		Æmilius Irving		
68	16 May, 1888	To enquire into the mineral resources of Ontario	6,771 04	John Charlton	908 47	
				Robert Bell	1,268 49	
				William Coe	770 90	
				William H. Merritt	1,385 37	
				R. McKellar	304 20	
				D. F. Burke	298 50	
				A. Blue	1,500 00	
69	22 September, 1888.	*Re* Charges against Lumber and River Companies for overflowing lands in Parry Sound		Aubrey White		
70	29 September, 1888.	*Re* Charges against E. D. Sherwood, Deputy Sheriff of Carleton		John Winchester		
71	27 October, 1888	*Re* Charges against the official conduct of the Judge of Halton		E. F. B. Johnstone		
72	30 November, 1888.	*Re* Fire at Agricultural Farm, Guelph		Archibald Blue		
73	28 June, 1889	To enquire into the occupation and improvements on lands in townships along Rainy River.		W. H. Carpenter and Hugh Stewart		
74	26 June, 1889	*Re* Old survey of the Township of Kennebec		James Dickson		

RETURN shewing the number of Royal Commissions issued since Confederation, etc.—*Continued.*

	Date of Commission.	Subject of inquiry.	Costs of each Commission.	Names of Commissioners.	Amounts paid to each Commissioner.	——
			$ c.		$ c.	
75	1 August, 1889....	To enquire into disease of horses in the neighborhood of Chatham.....	.....	P. H. Bryce.....		
76	8 July, 1889	To examine into claims and applications of mining locations in the vicinity of Rat Portage.....	.....	George B. Kirkpatrick. ..		
77	11 October, 1889 ...	*Re* Charges against John Tansy, constable at Algoma Mills	.....	William Doran		
78	21 November, 1889.	*Re* Financial affairs, Township of Charlotteville.....	72 00	John Burnet Laing.....	46 00	Commission issued at the request of, and all expenses paid by, the Municipality.
79	3 July, 1890	To collect information regarding Prisons, Houses of Correction, Reformatories, etc.....	3,818 56	John W. Langmuir.....	840 00	
				Hon. Charles Drury.....	696 00	
				Timothy Warren Anglin...	2,864 00	
				Abner M. Rosebrugh	608 00	
				Alfred F. Jury.....	608 00	
80	13 November, 1890.	To enquire respecting Game Laws.....	2,630 58	Richard A. Lucas	278 85	
				Robert G. Hervey.....	60 50	
				John H. Wilmott.....	297 68	
				George Alex. McCallum ...	684 60	
				Walter S. Pulford	277 62	
				John Mitchell.....	160 15	
				Alexander H. Taylor	160 10	
				Edward Thompson	231 65	
				Henry K. Smith.....	241 40	
				Alexander D. Stewart.	1,500 00	
81	9 June, 1891.....	*Re* Charges against Registrar of Waterloo...	.....	John Winchester		
82	4 July, 1891	*Re* Charges against Gaoler at Lambton	.....	"		
83	19 August, 1891....	*Re* Township of Proton	10 38	Timothy Warren Anglin...	1,100 00	
				Æmilius Irving	500 00	
84	2 September, 1891.	*Re* Working of the Drainage Laws	3,638 49	John B. Rankin	1,240 00	
				William G. McGeorge	1,080 00	
				Robert Lamarsh	540 00	
				Archibald McIntyre	540 00	
85	8 February, 1892..	To enquire into the fitness of certain territory in Muskoka for a National Park.....	.....	Aubrey White		
				Archibald Blue.....		
				Alexander Kirkwood		
				James Dickson		
86	29 February, 1892..	*Re* Charges against David Ross, accountant in C. L. Department.....	.....	Æmilius Irving	101 00	

87	2 March, 1892	To enquire respecting the fitness of certain territory between the Ottawa River and Georgian Bay for a National Park, etc.....	.....	.....	990	45	Robert William Phipps	638	80
88	9 March, 1892	*Re* Dehorning of cattle.....					Hon. Charles Drury		
							John Joseph Kelso	319	50
							Richard Gibson	335	95
							David Murdoch Macpherson	136	60
							Andrew Smith.	349	80
							Henry Glendenning.....		

(No. 7).

Report of the Toronto University for the year 1892-93. Presented to the Legislature, 16th February, 1894. (*Not printed*).

UNIVERSITY OF TORONTO

REPORT

OF THE

STANDING COMMITTEE

ON

FINANCE

FACULTY OF MEDICINE

1893-4.

ADOPTED JANUARY 12, 1894.

TORONTO:
PRINTED BY WARWICK BROS. & RUTTER, 68 AND 70 FRONT STREET WEST,
1894.

UNIVERSITY OF TORONTO.

The Standing Finance Committee beg to submit the following estimates of Income and Expenditure of the Medical Faculty for the year 1893-94 :

INCOME.		
1. Tuition Fees :	$ c.	$ c.
First year	5325 00	
Less fees for Arts subjects	994 00	
		4331 00
Second year	5400 00	
Less fees for Arts subjects	1080 00	
		4320 00
Third year		5610 00
Fourth year		5695 00
2. Registration Fees		355 00
Total estimated income		20311 00
Proportion available for working expenses, etc. (40 per cent.)		8124 40
" " " salaries (60 per cent.)		12186 60

Summary of Estimated Expenditure, 1893-94.

	Payable out of 60 per cent.	Payable out of 40 per cent.	Payable out of Surplus.
1. Salaries :	$ c.	$ c.	$ c.
(*a*) Retiring allowances ($1127.89)	894 77	233 12	
(*b*) Assistant Demonstrators of Anatomy	550 00		
(*c*) Lecturers and Demonstrators	1520 00		
(*d*) Professors ($9747.10)	9221 83		525 27
2. Anatomical Department :			
(*a*) Maintenance, etc.		4120 00	
(*b*) Apparatus			500 00
3. Other Departments :			
(*a*) Maintenance, etc		2700 00	
(*b*) Apparatus			666 00
4. General expenses		1071 28	
Totals	12186 60	8124 40	1691 27

Remarks.

1. As the working expenses amount to $7,891.28, there remains out of the 40 per cent. a balance of $233.12, which goes towards the partial payment of the retiring allowances amounting to $1,127.89. The deficiency under this item ($894.77), together with the salaries of the Lecturers, Demonstrators and Assistant Demonstrators, having been taken out of the 60 per cent., there remains the sum of $9,221.83 to be distributed amongst the Professors. This distribution effected, there is a deficiency in the guaranteed salaries of Professors Primrose and Caven amounting to $525.27, which is taken out of the Surplus Fund.

2. The amount of the Surplus Fund at present is $4,181.91.

3. Next year the retiring allowances will not only be reduced in amount, but they will then terminate, after which, should the numbers of students be maintained, there will be a larger sum for distribution amongst the Professors, and consequently a smaller charge on the Surplus Fund to meet any deficiency in the guaranteed salaries.

4. As the equipment of the various departments may, after the current year, be considered adequate, no serious demand on the Surplus Fund need be anticipated in this connection for some years.

All of which is respectfully submitted.

J. LOUDON,

Chairman.

January 5, 1894.

Detailed Estimate of Expenditure 1893-4

	$ c.
1. Salaries :	
(*a*) Retiring allowance :	
Dr. Thorburn	436 42
Dr. H. H. Wright	691 47
	1127 89
(*b*) Assistant Demonstrator of Anatomy :	
Dr. Starr	150 00
Dr. Thistle	100 00
Dr. Gordon	100 00
Dr. Cane	100 00
Dr. McKenzie	50 00
Dr. Winnett	50 00
	550 00
(*c*) Lecturers and Demonstrators :	
Dr. Amyot	150 00
Dr. Burnham	60 00
Dr McDonagh	60 00
Dr. W. P. Caven	350 00
Mr. Heebner	250 00
Dr. H. W. Aikins	250 00
Dr. Ellis	125 00
Dr. Spencer	225 00
Hon. D. Mills	50 00
	1520 00
(*d*) Professors :	
Dr. Richardson	619 00
Dr. Primrose ($262.63 from surplus)	1500 00
Dr. W. T. Aikins	619 00
Dr. McFarlane	619 00
Dr. Cameron	619 00
Dr. Peters	619 00
Dr. Graham	619 00
Dr. McPhedran	619 00
Dr. Ogden	619 00
Dr. A. H. Wright	619 00
Dr. J. M. McCallum	619 00
Dr. Oldright	309 50
Dr. J. Caven ($262.64 from surplus)	1500 00
Dr. Reeve	247 60
	9747 10

NOTE.—The estimated salaries of Professors, Lecturers and Demonstrators are calculated on the basis of the minimum duties, as defined in the scheme of reorganization. Should the work actually performed fall short of the minimum duty, the distribution of the amount available for salaries will be calculated on the basis of such reduced work.

		$ c.
2. Anatomical Department :		
(*a*) Maintenance :		
Subjects		1200 00
Material for Preservation		400 00
Rent		1200 00
Attendants, Biological :		
Janitor	$390 00	
A. Pride	30 00	
		420 00
Heating, lighting, water and repairs		700 00
Telephone		32 00
Carpenter work		70 00
Washing		15 00
Sundries		83 00
		4120 00

Detailed Estimate of Expenditure 1893 4.—*Continued.*

	$ c.
(*b*) Apparatus:	
Glass vessels for mounting preparations	200 00
Fixtures " "	100 00
Apparatus required for the preparation of frozen sections and other moist preparations	200 00
	500 00
3. Departments other than Anatomy:	
(*a*) Maintenance:	
Rent	1200 00
Repairs	200 00
Furnishings (shelving)	50 00
Light	125 00
Water	100 00
Fuel	350 00
Attendant	480 00
Preservative material	150 00
Telephone	35 00
Carpenter's supplies	10 00
	2700 00
(*b*) Apparatus:	
Museum jars	75 00
" (special forms)	20 00
Microtome	60 00
Photographic apparatus	30 00
" material	30 00
Shelving for specimens	50 00
Pantograph	25 00
Freezing box and saw	16 00
Instruments for use in preparing pathological material	10 00
Apparatus for illustrating course of lectures on Hygiene (ventilation, house-plumbing, climatology, disinfection, etc.)	100 00
Gynaecological phantom	50 00
Materia Medica	200 00
	666 00
4. General Expenses:	
Stationery, calendar, printing, etc.	400 00
Advertising	200 00
Scholarships	240 00
Medals	47 75
Sundries	71 63
Taxes	11 90
Secretariat	100 00
	1071 28

UNIVERSITY OF TORONTO.

REPORT OF

STANDING COMMITTEE

ON FINANCE

1893-4.

(ADOPTED DECEMBER 8, 1893.)

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

TORONTO:
WARWICK BROS. & RUTTER, PRINTERS, &c., 68 AND 70 FRONT ST. WEST.
1893.

UNIVERSITY OF TORONTO.

REPORT OF STANDING COMMITTEE ON FINANCE.

TORONTO, November 21st, 1893.

The Standing Finance Committee beg to submit their report for the year ending 30th June, 1894 :

1. They have obtained from the Bursar the estimates of the receipts on income account for the year ; and from the Bursar and the heads of University departments they have received estimates of the probable expenditures for the year.

2. They also incorporate in their report, for the sake of convenience, the estimates of University College, which have been furnished to the Committee for their information by the Council of University College.

3. The forms of account which were employed in last year's report have been adhered to, and for the purpose of comparison the actual results of the transactions of the year 1892-93 are given.

RECEIPTS.

I. Ordinary Revenue.

	Estimate 1893-4.	Receipts 1892-3.
	$ c.	$ c.
(a) Interest on balance purchase moneys (old sales)	849 94	1,101 92
do (new sales, Devonshire Place)	1,653 40	824 11
(b) Interest on loans	40,220 85	39,497 02
Interest on debentures	18,833 29	19,050 53
(c) Rents (other than Park)	4,140 00	5,108 72
Rents (University Park)	8,300 00	8,413 13
Allowance by Medical Faculty, rent and maintenance of part of Biological Building	1,900 00	1,900 00
(d) Fees, University and College	34,000 00	35,612 89
(e) City of Toronto, payment	6,000 00	6,000 00
(f) Transfer fees (discharges of mortgage, deeds, etc	50 00	48 50
(g) Dividend on bank stock (now sold)	.....	30 62
(h) Interest on advance to U. C. College	2,800 60	2,679 58
(i) Sundry earnings, land (including payment of $500 by Toronto Cricket Club) say	1,200 00	1,100 49
	119,948 08	121,367 51
Balance at credit of revenue account at 30th June, 1893, carried forward	3,382 92	
	123,331 00	
To the above must be added the following special items:		
(k) Bursar's office, share of expenses of management payable by Upper Canada College. Arrears for 1892-3, $1,140.49. Estimate for 1893-4, $750	1,890 49	
(l) School of Practical Science, ground rent for two years to June, 1894	2,800 00	
(m) Biological Building, allowance for occupation of certain rooms by Provincial Board of Health	200 00	
	128,221 49	121,367 51
Less interest on bank overdraft caused by investments made in anticipation of debentures maturing	5,000 00	5,045 33
Total estimated revenue for year	123,221 49	116,322 18

DEDUCTIONS.

	Amount of balance at 30th June, 1893.	Amount of interest.
(1) Interest on the following special funds included in statement No. 1, ordinary revenue:	$ c.	$ c.
(a) Library Insurance Fund (books)	47,550 89	713 25
(b) Museum Restoration Fund	3,143 71	94 31
(c) Residence Extension Fund	736 13	22 08
(d) Medical Faculty Surplus Fund	4,181 91	78 40
(e) Vice-Chancellor's special account	115 52	4 62
(f) Retirement Fund	6,691 31	401 46
(g) Specific Endowment (Scholarships, etc)	62,671 42	3,767 87
	125,090 89	5,081 99
(2) Interest on cost of asphalt pavement, Devonshire Place ($11,248.29 at 5 per cent)	.....	562 41
Total of deductions	.....	5,644 40
Leaving $117,577 09 available for the service of the year.		

GENERAL REMARKS ON THE PRECEDING STATEMENTS.

4. The receipt of $5,108.72 for rents (other than park) in 1892-3 included arrears of former years amounting to about $1,000.

5. The receipt of $35,612.89 for fees, University and College, in 1892-3, included arrears of Examination and Degree Fees in Agriculture paid by the Government. The estimate of $34,000 for the current year includes $250 for Agricultural Fees.

6. The share of the expenses of the Bursar's office, payable by Upper Canada College, has been estimated by the Board of Trustees at $750, for the current year.

7. The estimate of $2,800 for two years' ground rent of the site of the School of Practical Science, has been furnished by the Board of Trustees.

8. The Committee learn that an officer of the Provincial Board of Health is occupying a portion of the Biological building. They have accordingly included in the estimates a sum of $200 as allowance for such occupation.

9. The Committee are of opinion that for the present the rate of interest allowed on certain special funds, viz :—Library Insurance Fund, Museum Restoration Fund, Residence Extension Fund and Medical Faculty Surplus Fund, should be reduced to 3 per cent.

10. Annexed hereto are the summaries and details of the estimates of expenditure.

J. LOUDON,
Chairman.

Summary of Estimated Expenditure, Year 1893-4.

	Payable out of interest on special funds.	Payable out of ordinary income.	Expenditure. 1892-3.
	$ c.	$ c.	$ c.
1. Salaries and pensions :			
(*a*) Salaries (inclusive of Bursar's Office and of Retirement Fund)		80,984 00	79,887 09
(*b*) Pensions		1,000 00	2,378 33
2. Bursar's Office, exclusive of salaries		1,200 00	1,301 98
3. Expenses *re* Investments, etc		1,325 00	1,197 43
4. Scholarships	2,497 50		1,795 00
5. Examiners		7,000 00	7,973 13
6. Insurance		500 00	602 65
7. Telephones		145 00	138 43
8. Library :			
Customary grant		2,600 00	3,479 67
Maintenance of building		1,200 00	900 01
Furnishing	500 00		1,339 75
Moving expenses			72 65
9. Main Building :			
(*a*) Repairs, maintenance of structure, fuel, water, gas, etc.		4,550 00	4,816 14
(*b*) Registrar's office		50 00	300 00
(*c*) Furnishing			659 54
10. Grounds :			
Labor, fencing, grading, etc		2,500 00	2,400 41
11. Chemical Department :			
Maintenance		508 00	453 20
Apparatus (Dr. Ellis)		400 00	
12. Biological Department :			
Maintenance of structure, fuel, water, gas, etc		1,800 00	1,838 03
Fittings and apparatus		445 00	815 27
Laboratory supplies		450 00	
Students' supplies		777 00	1,844 73
Physiology—apparatus, including revote of $170		280 00	618 24
13. Physical Department :			
Maintenance		325 00	324 54
14. Mineralogical and Geological Department :			
Maintenance		200 00	179 18
Fittings and apparatus		329 00	350 00
15. Ethnological Museum :			
16. Psychological Department :			
Maintenance		50 00	
Apparatus			691 19
17. Mathematical Department			329 22
18. Political Science Department : Class Room supplies		25 00	
19. Classics : Class Room supplies		70 00	12 11
20. English " "			4 12
21. French " "		22 00	18 99
22. German " "			
23. Italian and Spanish : Class Room supplies		23 00	31 99
24. Oriental Literature " "		25 00	25 00
25. Stationery—University		1,200 00	1,240 10
26. Printing "		2,700 00	2,770 44
27. Advertising "		250 00	227 22
28. Incidentals "		150 00	143 63
29. Stationery—University College		100 00	60 95
30. Printing " "		150 00	164 00
31. Advertising " "		75 00	69 00
32. Incidentals " "		75 00	61 37
33. Convocation expenses		75 00	62 00
Special advertising			40 50
Senate Elections			200 00
	2,997 50	113,558 00	121,817 23
Total estimated expenditure out of ordinary income			113,558 00
Total available revenue (p. 3)			117,577 09
Balance			4,019 09

DETAILED ESTIMATE OF EXPENDITURE, YEAR 1893-4.—*Continued.*

Salaries.	Estimated amount year ending 30th June, 1894.	Amount paid, year ending 30th June, 1893.
	$ c.	$ c.
1. Bursar's Office:		
Bursar	2,400 00	2,400 00
Accountant	700 00	600 00
Book-keeper	.....	100 00
Clerk	240 00	160 00
	3,340 00	3,260 00
2. Library:		
Librarian (salary at $1,300, for six months $650; at $1,400, for six months $700)	1,350 00	1,250 00
Student Assistant (salary at $15 per month for eight months)	120 00	381 34
do do do do	120 00	
do do do do	120 00	
Superintendent of Library	.....	300 00
Clerk	300 00	300 00
Catalogue Clerk	300 00	300 00
Caretaker	500 00	505 00
	2,810 00	3,036 34
3. General as between University and University College:		
President (also paid as Professor of Physics)	1,800 00	1,425 00
do (Sir Daniel Wilson, including gratuity of $833.33 to Miss Wilson)	.....	1,383 33
Janitor	504 00	504 00
do as Sunday Constable	.....	25 00
Gardener	420 00	420 00
do as Sunday Constable	.....	25 00
Engineer (with rooms and fuel)	576 00	576 00
Fireman (eight months at $45 per month)	360 00	340 50
Superintendent of electrical plant (paid as mechanical assistant Physics)		
Attendant	384 00	311 00
Attendant on coat-room and lavatory (seven months at $25 per month)	175 00	
Charwoman	312 00	312 00
do	.....	238 00
	4,531 00	5,559 83
4. Pensions and gratuities:		
J. M. Hirschfelder	1,000 00	1,000 00
George Goodwin (dead)	.....	120 00
	1,000 00	1,120 00
5. University of Toronto, general:		
(*a*) Vice-Chancellor	400 00	400 00
Bedal and attendant on Senate (also paid as Bedal University College)	700 00	568 65
do (Robert McKim, including gratuity of $425 to Mrs. McKim)	.....	495 83
Architect	100 00	100 00
(*b*) Registrar's Office:		
Registrar (also paid as Registrar University College). (Payment in 1892-3 included $300 arrears.) Salary at $1,000, for six months $500; at $1,100, for six months $550	1,050 00	1,150 00
Registrar's Assistant	200 00	200 00
	2,450 00	2,914 48
6. Teaching Staff, etc., University of Toronto:		
(*a*) Modern History—		
Lecturer	1,500 00	1,125 00
	1,500 00	1,125 00
(*b*) Political Science:		
Professor (salary $2,500, for 3 months $625; at $2,600, for 9 months $1,950)	2,575 00	1,875 00
Professor (W. J. Ashley)	.....	800 00
Professor of Constitutional and International Law	1,000 00	1,000 00
Professor of Roman Law, Jurisprudence and History of English Law	1,000 00	1,000 00
Fellow	500 00	
Lecturer, temporary (salary at $1,000 for 3 months)	250 00	750 00
	5,325 00	5,425 00

DETAILED ESTIMATE OF EXPENDITURE, YEAR 1893-4.—*Continued.*

Salaries.	Estimated amount year ending 30th June, 1894.	Amount paid year ending 30th June, 1893.
	$ c.	$ c.
(*c*) Mathematics:		
Professor	3,000 00	2,925 00
Lecturer (salary at $800, for three months $200; at $900, for nine months $675)	875 00	600 00
Fellow	500 00	500 00
	4,375 00	4,025 00
(*d*) Physics:		
Professor (paid also as President)	3,200 00	3,200 00
Demonstrator	1,700 00	1,700 00
Lecturer (salary at $800, for three months $200; at $900, for nine months $675)	875 00	600 00
Assistant Demonstrator	700 00	525 00
Fellow	500 00	500 00
Mechanical Assistant (also Superintendent of electrical plant) salary at $800, for three months $200; at $900, for nine months $675)	875 00	800 00
	7,850 00	7,325 00
(*e*) Chemistry:		
Professor	3,200 00	3,200 00
Demonstrator (salary at $900, for three months $225; at $1,000, for nine months, $750; arrears previous year $100	1,075 00	800 00
Demonstrator	500 00	375 00
Fellow	500 00	500 00
Lecture Assistant	500 00	400 00
" " (Dr. G. Chambers) arrears	100 00	
Attendant	504 00	304 50
"		252 00
	6,379 00	5,831 50
(*f*) Mineralogy and Geology:		
Professor	3,100 00	3,100 00
Fellow	500 00	500 00
Attendant	200 00	144 34
	3,800 00	3,744 34
(*g*) Biology:		
Professor	3,200 00	3,200 00
Associate Professor of Physiology (salary at $1,800, for three months $450; at $1,900, for nine months $1,425)	1,875 00	1,774 99
Lecturer (salary at $800, for three months $200; at $900, for nine months $675)	875 00	600 00
Assistant Demonstrator	700 00	375 00
Fellow	500 00	500 00
Sub-curator of Museum, etc	524 00	524 00
Attendant and Caretaker of Biological Buildings	480 00	480 00
Boy, cleaner, etc.	120 00	120 00
	8,274 00	7,573 99
(*h*) Italian and Spanish:		
Associate Professor (salary at $1,800, for three months $450; at $1,900, for nine months $1,425)	1,875 00	1,774 99
Fellow	500 00	500 00
	2,375 00	2,274 99
(*i*) Logic and Metaphysics:		
Professor (three months at $3,200)	800 00	3,200 00
Assistant Lecturer	700 00	
Lecturer and Demonstrator in Philosophy	800 00	350 00
	2,300 00	3,550 00

DETAILED ESTIMATE OF EXPENDITURE YEAR 1893-4.—*Continued.*

Salaries.	Estimated amount year ending 30th June, 1894.	Amount paid year ending 30th June 1893.
7. Teaching Staff, University College:	$ c.	$ c.
(*k*) Ethics:		
Professor	3,000 00	3,000 00
	3,000 00	8,000 00
(*l*) Greek:		
Professor	3,200 00	3,200 00
Lecturer (three months at $1,700)	425 00	1,700 00
" (nine months at $800)	600 00	
	4,225 00	4,900 00
(*m*) Latin:		
Associate Professor (salary at $1,800, for three months $450; at $1,900, for nine months $1,425)	1,875 00	1,774 99
Lecturer (salary at $900, for three months $225; at $1,000 for nine months $750)	975 00	874 99
Fellow	500 00	500 00
	3,350 00	3,149 98
(*n*) Oriental Literature:		
Professor	2,500 00	2,425 00
Lecturer (salary at $800, for three months $200; at $900, for nine months $675)	875 00	600 00
	3,375 00	3,025 00
(*o*) English:		
Professor	3,200 00	3,200 00
Lecturer	1,700 00	1,700 00
	4,900 00	4,900 00
(*p*) French:		
Associate Professor (salary at $1,800, for three months $450; at $1,900, for nine months $1,425)	1,875 00	1,774 99
Lecturer (salary at $900, for three months $225; at $1,000, for nine months $750)	975 00	874 99
Fellow	500 00	500 00
	3,350 00	3,149 98
(*q*) German:		
Associate Professor	2,000 00	2,000 00
Lecturer (salary at $900, for three monthes $225; at $1,000, for nine months $750)	975 00	874 99
Fellow	500 00	500 00
	3,475 00	3,374 99
8. University College (General):		
Registrar (also paid as Registrar, University) / Bedal (" " Bedal ") } See under University of Toronto, General	.....	.....

DETAILED ESTIMATE OF EXPENDITURE, YEAR 1893-4.—*Continued.*

Expenses.	Payable out of interest on special funds.	Payable out of ordinary revenue.	Amount paid 1892-93.
	$ c.	$ c.	$ c.
2. Bursar's Office (exclusive of salaries now in salary list).			
Allowance to cover gas, fuel and attendance		100 00	
Stationery, printing, postage and incidentals		700 00	
Allowance for rent of office		400 00	
		1,200 00	1,301 98
3. Expenses *re* Investments, etc.:			
Law costs		925 00	
General incidentals (including commission on loans)		400 00	
		1,325 00	1,197 43
4. Scholarships :			
Junior Matriculation :			
1. Prince of Wales	50 00		50 00
1*a*. General Proficiency	60 00		30 00
2. "	42 50		27 50
3. "	25 00		25 00
4. "	22 50		22 50
5. "	20 00		20 00
6. "	17 50		17 50
7. "	15 00		15 00
8. " West Durham	25 00		25 00
1. Classics and Mathematics	60 00		30 00
2. "	20 00		20 00
1. Classics and Moderns	60 00		30 00
2. "	42 50		27 50
3. "	20 00		20 00
4. "	17 50		
1. Mathematics and Moderns	60 00		30 00
2. "	20 00		20 00
1. Mathematics and Science	60 00		30 00
2. "	20 00		
1. Moderns and Science	60 00		30 00
2. "	20 00		
1. Mathematics	60 00		30 00
2. "	15 00		15 00
1. Moderns	60 00		30 00
2. "	15 00		15 00
1. Science	60 00		
2. "	15 00		
1. Classics—Mary Mulock	60 00		60 00
2. " "	60 00		60 00
First year :			
Classics (Moss Scholarship)	120 00		120 00
Political Science (Banker's Scholarship)	70 00		70 00
Second year :			
Classics (William Mulock Scholarship)	60 00		60 00
Mathematics " "	60 00		60 00
Modern Languages (George Brown Scholarship)	60 00		60 00
Philosophy (John Macdonald Scholarship)	50 00		50 00
Political Science (Blake Scholarship) No. 1	75 00		75 00
" " " No. 2	50 00		50 00

DETAILED ESTIMATE OF EXPENDITURE, YEAR 1893-4.—*Continued*

Expenses.	Payable out of interest on special funds.	Payable out of ordinary revenue.	Amount paid, 1892-3.
	$ c.	$ c.	$ c.
Third year.			
German (Julius Rossin Scholarship)	60 00		60 00
Political Science (Blake Scholarship) No. 1	75 00		75 00
" " " " No. 2	50 00		50 00
Philosophy (John Macdonald Scholarship)	60 00		60 00
Physics, No. 1	100 00		100 00
" No. 2	45 00		45 00
Chemistry and Mineralogy (Daniel Wilson Scholarship)	60 00		60 00
Natural Science (Daniel Wilson Scholarship)	60 00		60 00
Post-graduate:			
Political Economy (Ramsay Scholarship)	60 00		60 00
Medicine (George Brown Memoral Scholarship)	300 00		
	2,497 50		1,795 00
5. Examiners:			
Arts		4,220 00	5,074 10
" (supplemental)		425 00	
Medicine		825 00	1,550 80
" (supplemental)		275 00	
Law		100 00	86 00
Engineering and Applied Science		140 00	140 00
Dentistry		200 00	212 50
Agriculture		250 00	269 10
Music		40 00	40 00
Pharmacy		325 00	399 65
Matriculation		200 00	200 98
		7,000 00	7,973 13
6. Insurance		500 00	602 65
7. Telephones:			
University (main building)		30 00	30 00
Library		40 00	38 43
Biological building		30 00	25 00
Bursar's office		45 00	45 00
		145 00	138 43
8. Library (exclusive of salaries):			
Customary grant		2,600 00	3,479 67
Expenses incidental to moving			72 65
Maintenance: Fuel $625 00			
Water 150 00			
Gas 25 00			
Extra cleaners 200 00			
Incidentals 100 00			
Repairs of structure 100 00			
		1,200 00	900 01
Furnishing	500 00		1,339 75
	500 00	3,800 00	5,792 08

DETAILED ESTIMATE OF EXPENDITURE, YEAR 1893-4.—*Continued.*

Expenses.	Payable out of ordinary revenue.	Amount paid 1892-93.
9. Main Building:		
(*a*) Maintenance—Repairs (carpentry and plumbing, occasional labor and sundries)	1,450 00	983 65
Fuel	2,650 00	3,439 87
Water	350 00	322 21
Gas	100 00	70 41
(*b*) Registrar's Office	50 00	300 00
(*c*) Furnishing	.....	659 54
	4,600 00	5,775 68
10. Grounds:		
Occasional labor, roads, fences, sidewalks, etc	2,500 00	2,400 41
11. Chemical Department: Maintenance—		
Chemicals	250 00	
Material other than chemicals	30 00	
Glass apparatus used in lectures	55 00	
Repairs	35 00	453 20
Incidentals	20 00	
Students' laboratory supplies	118 00	
Apparatus (Dr. Ellis)	400 00	
	908 00	453 20
12. Biological Buildings: Maintenance of structure—		
Fuel	960 00	1,090 23
Gas	140 00	139 19
Water	200 00	177 14
House furnishings and cleaning materials	150 00	
Repairs, including carpentry and plumbing	200 00	
Gas, water and electric light fittings	.....	431 47
Additional cleaning assistance (exclusive of mineralogical and anatomical rooms)	150 00	
	1,800 00	1,838 03
Biological Department:		
Laboratory—lecture-room and museum supplies	450 00	815 27
Fittings and apparatus	445 00	
Students' laboratory supples	777 00	1,844 73
Physiology—apparatus, including revote of $170	280 00	618 24
	1,952 00	3,278 24
13. Physical Department: Maintenance—		
Chemicals (alcohol, acids, mercury, etc.) $75 00		
Electrical supplies (wire, etc.) 50 00		
Glass vessels, prisms, rubber, etc 50 00		
Drawing paper, etc 20 00		
Dusters 5 00		
Materials for making and repairing instruments 60 00		
Carpenter's work and materials 35 00		
Sundries 30 00		
	325 00	324 54

DETAILED ESTIMATE OF EXPENDITURE, YEAR 1893-4.—*Concluded.*

Expenses.	Payable out of ordinary revenue.	Amount paid, 1892-3.
	$ c.	$ c.
14. Mineralogical and Geological Department:		
Supplies and sundries, including students' supplies	200 00	179 18
Revote of grant for new instruments, 1891-1892	.....	350 00
Fittings and apparatus	329 00	
15. Ethnological Museum:		
Sundries	.....	.....
16. Psychological Department:		
(*a*) Maintenance	50 00	691 19
(*b*) Fittings and apparatus		
17. Mathematics	.....	329 22
18. Political Science:		
Class room supplies	25 00	
19. Classics:		
Class room supplies and collection of coins	70 00	12 11
20. English:		
Revote of grant of 1891-2	.....	4 12
21. French:		
Books for class room use	22 00	18 99
22. German:		
Books for class room use		
23. Italian and Spanish:		
Books for class room use	23 00	31 99
24. Oriental literature:		
Books for class room use	25 00	25 00
25. Stationery (University):		
Office supplies, papers for examinations, postage, etc.	1,200 00	1,240 10
26. Printing (University)	2,700 00	2,770 44
27. Advertising (University)	250 00	227 22
28. Incidentals (University)	150 00	143 63
29. Stationery (University College)	100 00	60 95
30. Printing (University College)	150 00	164 00
31. Advertising (University College)	75 00	69 00
32. Incidentals (University College)	75 00	61 37
33. Convocation expenses	75 00	62 00
Special advertising	.....	40 50
Senate elections	.....	200 00

120 Simcoe Street,

Toronto, 30th November, 1893.

James Brebner, Esq.,

Registrar, University of Toronto.

Dear Sir,—At a meeting of the Board of Trustees, held to-day, the draft Report of the Committee of the Senate on Finance, containing estimates of revenue and expenditure, and the Committee's observations on various matters, was read, and, on motion of Mr. Walker, the Report was approved by the Board.

Yours truly,

J. E. BERKELEY SMITH,

Bursar.

SEVENTH ANNUAL REPORT

OF THE

CANADIAN INSTITUTE.

SESSION 1893-4.

BEING PART OF APPENDIX TO THE

REPORT OF THE MINISTER OF EDUCATION,

ONTARIO.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

TORONTO:
WARWICK BROS. & RUTTER, PRINTERS, &c., 68 AND 70 FRONT STREET WEST.
1894.

CONTENTS.

Archæological Report 5
Our Exhibit at the Columbian Exposition 6
Additions to the Museum 7
Notes 9
Lanark County, by Dr. T. W. Beeman 15
Balsam Lake, by Geo. E. Laidlaw 17

☞By an oversight the last report was numbered Fifth, instead of Sixth.

CANADIAN INSTITUTE.

SEVENTH ARCHÆOLOGICAL REPORT.

BY DAVID BOYLE.

To the President and Council of the Canadian Institute:—

During the past year nothing has been done directly by way of original work under the auspices of the Institute. This failure to perform what we all so much desire was purely on account of circumstances beyond our control, but by no means for the reason that there was nothing to be done. On the contrary, ever since we have been able to devote any special attention to this kind of work, the possible field of operation has widened to such an extent that, with our present means, the task of going over it, even in the most superficial manner, seems almost hopeless of accomplishment. From time to time we learn of this and that locality in which accidental discoveries have been made, or that appear to offer evidences worthy of examination. We have reason to feel gratified that now, at all events, a larger measure of intelligence animates those who make such finds, or who meet with such proofs of early occupation, and that even when the results may not be all that the Institute could desire, the specimens are not destroyed in the one case, nor is the knowledge allowed to lapse in the other. The efforts of the Institute to educate public opinion on this subject have not been put forth in vain, and thus it is that while we have not been able to investigate directly, or at first-hand, we have in various parts of the province those who are actuated by an earnest desire to increase public knowledge on archæological matters, and who, on their own account, take every opportunity to visit localities, make examinations, and forward to us the results. During the past year we have been mainly indebted to Mr. George E. Laidlaw, of Victoria Road, in the County of Lindsay, and Dr. T. W. Beeman, of Perth, Lanark County. From both of these gentlemen we have received valuable contributions on previous occasions, in manuscript as well as in kind.

In a paper following this Mr. Laidlaw refers specifically to many of the two hundred and fifty specimens he now adds to his already good collection.

The specimens presented by Dr. Beeman consist chiefly of celts, gouges, tablets and flints. Some of the gouges are quite equal to the best in our cases, particularly one found by Mr. David Lepper on Lake Rideau. Mr. George Hone, along with other specimens, sends a very fine spearhead, almost perfect, found by him on Plum Point, Rideau Lake. Another excellent spearhead, eight inches long and well-formed comes from Mr. William Mason, of Jones' Falls. This fine specimen was found in the township of South Crosby. Mr. Mason supplies, also, a tablet or gorget of dark red slate with two holes. Other contributors to the collection sent by Dr. Beeman are Messrs. J. Stewart, W. J. Morris, Chas. Paget, D. McKeown, Wm. McLaren, Jas. Graham and John Poole, to all of whom thanks are due for their valuable assistance in forming a collection to illustrate ancient life on the shores of Rideau Lake.

We are under obligations to Miss Ruth Elridge for a collection of thirty flints from the Cherokee country, in the neighborhood of Rome, in the State of Georgia. Most of these are roughly flaked from chert. Only about half of the number show any attempt to form a neck. Two of the arrow-points are made of quartzite, a kind of material frequently employed for this purpose in the part of the country from which Miss Elridge forwards her specimens. She sends, also, two fragments of pottery, and a piece of quartzite about two inches long, quadrangular in form. It is difficult to say whether the latter has acquired its present shape by natural or artificial means. At any rate it is a rich specimen of free gold.

Miss Elridge's collection was forwarded to us through one of our members, Mr R. Russell Baldwin, of this city.

Mr. James S. Cairnduff, who has on former occasions sent us some excellent specimens, writes that he has been examining an old encampment in Harvey township, where he has succeeded in procuring some interesting material which he intends to forward to us soon. Mr. Cairnduff mentions specially a mortar and rubbing-stone combined. It is of syenite, containing red garnets. On its surface are two hollows, one on each side of the stone—not exactly opposite each other or they would meet. The opposite surface looks as if it had been used for rubbing purposes. It is about two feet long, four inches thick, and pointed at the ends.

Our Exhibit at the Columbian Exposition.

At the request of Mr. Commissioner Awrey, you consented to a selection being made from our cases for exhibition at the World's Fair in Chicago, and I accordingly chose about six hundred of the best and most characteristic specimens for this purpose.

The space set apart for Ontario in the Anthropological building was rather small, but was quite advantageously situated near the northern or main entrance. Around this little court was erected a light and tastefully designed framework of iron and wood, surmounted by a canopy of cloth of rich colors, from which depended on each side three long festoons of red, white and blue bunting. Facing the main aisle, and hanging from the centre of the west side, was a handsomely gold-lettered glass sign with the words "Archæology of Ontario." Immediately above this there was a large frame containing a wreath of maple leaves, and the frame itself was draped with several British flags. Two fine portraits of Queen Victoria were also used for decorative purposes—one on the north and one on the south side—and each of these was draped with flags. The wooden framework was painted in deep, rich brown, and all the iron portions were bronzed. The general effect was very good.

Our exhibit was arrayed in twelve table cases, each two by six feet, forming two double rows of six each, with a passage from north to south through the middle of the space. Specimens of a similar kind were placed together, and each was legibly labelled to name the locality from which it came. Three thousand copies of our last reports, containing a catalogue of the specimens on exhibition, were distributed as judiciously as possible, and, so far as I am aware, this was the only publication issued in connection with any exhibit of the kind in the Anthropological building.

My duties elsewhere prevented me from giving as much attention to the Archæological Court as I wished, so that, personally, I came into contact with comparatively few who took any interest in the subject, but I was frequently informed by those who were placed in charge from time to time, that although

our exhibit was not so extensive as some others, it was very highly spoken of by many who were well qualified to judge. Our collections of clay and stone pipes, and bird amulets (so-called) were much superior to any I saw elsewhere. We made no exhibit of pottery beyond that of numerous fragments bearing characteristic patterns, as it was deemed not well to risk possible injury to perfect or nearly perfect specimens in transit, and for the same reason we took only one skull—a remarkably sound one.

Our archæological exhibit received an award of diploma and medal.

Additions to the Museum.

Aside from the main object of making this exhibit, namely, to show the world what Ontario has done in the field of archæology, it was hoped that some dvantage would accrue to the Institute from donations and exchanges. In this hope we have not been disappointed, although the results have scarcely come up to my own expectations. For any partial failure in this respect two principal reasons may be assigned: first, the lack of constant attendance on the exhibit by some one possessing a lively interest in the subject, and second, the efforts that were made to secure everything of this kind for the newly organized Columbian Museum in the City of Chicago. Despite these drawbacks, however, we have added several hundreds of exceedingly desirable specimens to the museum of the Institute. By exchange for mineral specimens, chiefly crystals of apatite, pyroxene, scapolite, titanite, zircon, etc., the property of the Institute, and provided specially for this purpose, we have become the owners of many excellent articles from Illinois, Ohio, Wisconsin, Tennessee, New Mexico, and France. In numerous instances it was necessary to accept only promises from those who coveted our exchange material, but there is little doubt that we shall yet realize from these to a considerable extent, if not fully.

We were especially fortunate in being able to procure by purchase for a comparatively small sum, what is, without doubt, the best collection of ancient Mexican relics in British America. Some of the objects are, indeed, equal to the best of their kind in any museum in the world. I shall not venture here to pronounce these specimens as Aztec, Toltec, or Maya—the ground is too debatable, and my own footing is insecure, but for ease of reference they may be spoken of as Aztec.*

They form a collection brought together by a gentleman of scientific tastes—a mineralogist—during four years' travel in Mexico. Adopting archæology, as do many persons geologically-minded, he was able to bring to bear more than an average amount of intelligence in making the collection, and this is quite a *desideratum* in a country where the manufacture of "antiques" is not unknown. The total number of specimens is about six hundred, and in every case the locality has been carefully noted. In material they consist of clay or terra-cotta, stone of various kinds, shell, and copper, the last being represented, however, by only one article, a very good axe. The terra-cotta objects are most numerous, and comprise human heads, statuettes (probably idols)

*I have no faith in the Toltec theory and have much pleasure in quoting the following from Dr. Brinton, than whom one could hardly wish for better authority: "I omit entirely from this (Uto-Aztecan) group, the Toltecs and the Chicimecs. These were never tribal designations, and it is impossible to identify them with any known communities. The Toltecs may have been one of the early and unimportant gentes of the Aztecs, but even this is doubtful. The term was properly applied to the inhabitants of the small town of Tula, north of the valley of Mexico. In later story, they were referred to as a mythical people of singular gifts and wide domain. Modern and uncritical writers have been misled by these tales and have represented the Toltecs as a potent nation and ancestors of the Aztecs. There is no foundation for such statements, and they have no historic position."—*The American Race*, p. 129.

and dishes of many shapes. The heads are from one inch to three inches in diameter; the statuettes from two to ten inches in height, and the vessels from two inches to upwards of a foot high. Some of the stone specimens are quite massive —the largest one stands twenty-six inches high, and the heaviest must weigh about thirty pounds. Most of the large stone objects are carved in human form (idols perhaps) and in various positions—standing, kneeling, sitting cross-legged, hands on knees, and in other attitudes. The stone of which these are made is mainly a porous, tufaceous-looking substance, but in some instances it is of close-grained quality, and correspondingly heavy, as, for example, in the case of an enormous frog fourteen inches in length, no doubt also an object of worship. An exceptionally fine piece of carving is that of a human figure nearly a foot high seated in a sort of Buddhistic position. The body inclines forward, the legs are crossed, and the hands rest on the knees. The features are fairly well brought out, (the nose is very prominent), and the head-dress is so perfectly carved that one may see here not only a fashion of the time, but even the mode of fastening the article on. Similar remarks apply to a somewhat elaborate necklace, or collar, the knot of which at the back is worked out in detail. One of the most remarkable specimens is, perhaps, representative of Quetzacoatl, one of the chief Aztec deities. It is simply a coiled snake showing the ins and outs of the convolutions, with the head lying at rest on the top. Another stone object is upwards of a foot high, and about nine inches in diameter. In general outline it resembles a sand-glass, or, still more closely, an old-fashioned wooden egg-cup, and like it, too, is hollowed at both ends. The outside is covered with knobs or bosses, except where a human figure is carved.

Not the least valuable portion of this collection is a small quantity of obsidian arrow-heads, and "sacrificial knives," so-called, and three cores of the same material from which flakes have been struck off.

Only reference can now be made to such other objects as counters, spindle-whorls, masks, whistles, and rattles. It would require a good-sized volume to describe and illustrate the whole of this valuable collection. Of but one piece have I cause to entertain even the faintest suspicion, and in this case my suspicion amounts almost to a certainty. It is of a large, and eminently venerable looking pipe—at first sight; but the more I examine it, and the more I think about it, the more I am convinced that it has no relationship to the other objects in the collection—it is an intruder. It would have been strange, indeed, had not the ancient Indians of Mexico arrived at a knowledge of the use of tobacco, and it is quite certain that they had, but they do not appear to have employed it to anything like the same extent as their northern congenors did, and I have yet to find any reference to an Aztec pipe, otherwise than in the form of a bamboo tube.

By exchange we have added to our pottery collection thirty-eight very good specimens of Puebla and modern New Mexican Indian manufacture, and one excellent specimen of the Cliff-dwellers' handiwork. The Puebla vessels are in almost every case perfect, and vary in size from two inches in diameter to nearly fourteen. Three of them are quite black, and provided with handles extending across the top and are said to be of Zuni make. Those of more recent production are small, glazed, and tawdry-looking even when compared with the commonest-looking specimen of older type.

The most recent addition to our pottery consists of three pieces of modern Mexican make presented by Mr. Allan Cassells.

Each year adds to our difficulties in finding room. At the present moment some of our most valuable material is devoid of proper protection.

NOTES.

This very remarkable object (fig. 1.) idol, in all probability, is a little over a foot in height. As is usual in Aztec representations of the human figure, whether in stone or in clay, the head is more carefully worked out than any other part. In this case even more labor has been expended on the head-dress than on the face, although the latter is not devoid of expression. No attempt has been made to form the eye-balls—two simple hollows represent the eyes. Some-

Figure 1.

what more care has been expended on the mouth, although the lips are crudely brought out. The nose, however, is fairly well carved, the exterior of the nostrils being quite marked, but without corresponding hollows underneath. On most Aztec carvings the ears are not only conventionalized, but are nearly always represented with a superfluity of ornamentation. Fig. 1 is no exception. A plain cap covers the head, and over the cap is a fillet worked into an elaborate

double knot with fringed or tasseled ends above the forehead. The only other article of wear is a broad necklace which is apparently intended to represent a series of long, ovate beads attached transversely to a band, in front of which hangs a gorget or pendant, that may be described as stellate. The engraving brings this out very clearly.

The legs are crossed and the toes are roughly outlined. The left hand grasps the left knee, and the right hand, closed, rests on the right knee. The hollow or lap appears to be worn, as it is much smoother than the more exposed parts. This specimen was found at Chilpacingo, Mexico.

This figure (fig. 2) is considerably weathered but fortunately not enough so as to destroy the tolerably good, general effect. It represents a man seated—

Figure 2.

his elbows resting on his knees, and his hands supporting his head. As in figure 1, the eyes are mere cavities, and the mouth is little more than another hollow except that there is an effort made to show an under lip. The nose and cheek-bones are prominent. The hands are either unfinished, or they are finished very badly, both as to shape and proportion. The fact that the feet and part of the legs are lost, gives the figure a forward inclination which originally it did not possess. The shoulders, back, and hips are formed with some pretensions to anatomical accuracy.

It is not unlikely this also was an idol—perhaps, however, is was only an architectural ornament. In either case it is a good specimen of Indian art in stone. With several other relics this was exhumed at Oaxaco.

The large stone frog (fig. 3) is no doubt an idol. At all events it is known that this animal was an object of worship among the ancient Mexicans, as in one place an immense, square temple was erected in its honor. This remarkably fine specimen is proportionately carved, while some attention has been given to anatomical details. The work, in fact, is quite as well done as if from the hands

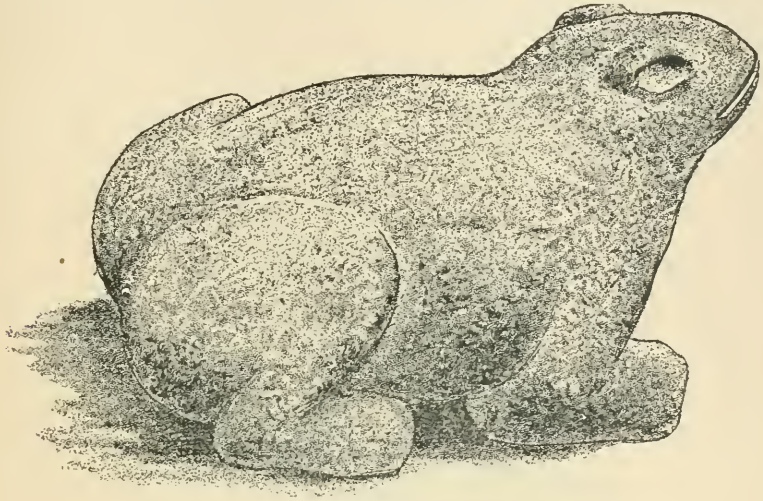


Figure 3.

of a good modern stone-carver. The position is natural, and the expression has been fairly well caught. The stone is soft but close-grained, and of a light pink color, but not of such a deep tint as the exterior would indicate, as it is evident that the whole surface has been at one time coated with some reddish pigment, probably hematite. A considerable portion of this coloring matter is still adherent to the under surface of the neck. Locality, Ameca-meca, Mexico.

Figure 4.

One of the most artistic pieces of stone carving in the collection is here represented. It is supposedly the head of a mountain goat (fig. 4) if one may judge from the re-curved horns. Notwithstanding its undoubted great antiquity and consequent destruction of fine lines, it still shows marks of very superior skill on the part of the Indian artist, for it is really a work of art. The features

are boldly carved—the eyebrows and eyes prominent, and it is particularly observable that the eye-balls have been "picked out" or indented in order to give expression to the face, in the manner of modern sculpture. So carefully have the details been attended to that the nostrils and teeth are still clearly discernible. In all likelihood this head was a piece of architectural decoration on some building in Oaxaco, where it was dug up, for although the back surface has a rough and unfinished appearance, it does not give the impression of having been fractured from another piece.

As a specimen of clay-work the vessel here illustrated (fig. 5) is peculiar. It is six inches in height, with an inside diameter of two and three-fourth inches but not truly circular. It is of a dirty grey color, of very close grain and

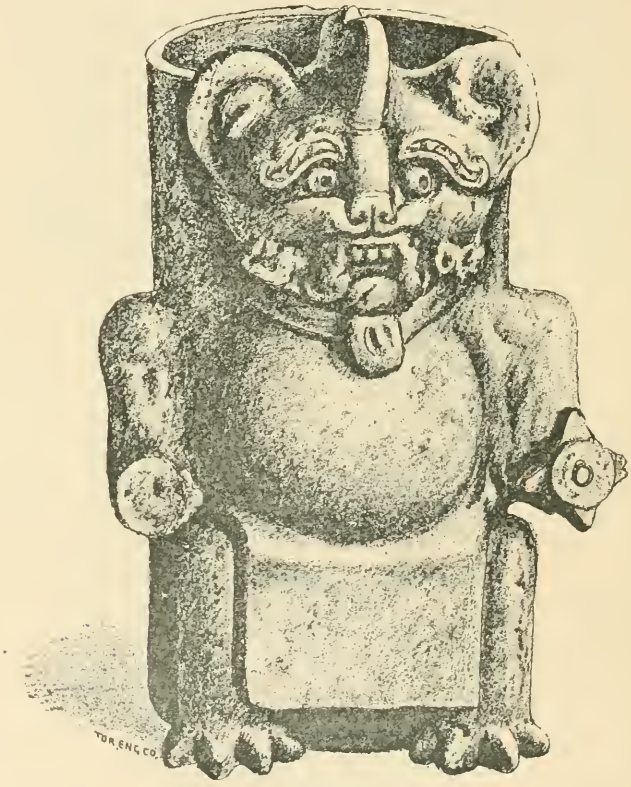


Figure 5.

exceedingly hard. At first sight it might be taken for stone. The sides are straight and plain, except the portion shown in the cut, on which has been moulded a grotesque and semi-human figure. It is impossible to describe this curious combination of man and beast. The head has some resemblance to that of a pug-dog with the addition of horns. The whole of the trunk is semi-globular. A plain band is shown round the neck, and to this band is attached a comparatively large pendant, the upper edge of which touches the chin. The knees and legs are half covered lengthwise with an apron which descends nearly to the feet, and between this apron and the body of the cup behind is an open hollow three-fourths of an inch wide. One of the peculiarities of this figure is the form given to the feet and hands (one of the latter is broken,

but it was no doubt like the remaining one) the fingers and toes in each case being made like a four-pointed star. It will be observed that the eye-balls are punctured to give to the face a life-like expression. An examination of these holes affords a clue to how the vessel was constructed. A pin can be passed through them to the depth of fully an inch, or until it touches the side of the vessel at the back. The inside of the figure is, therefore, evidently hollow, and the figure itself has been constructed on a formerly made cup. Our collection contains several specimens of similar hollow ware.

Tlaloc, the god of rain, was sometimes, it is said, set up near bodies of water, and carved on drinking-cups. It would also seem to have been the custom to represent him in the most hideous of forms. On these grounds we may be warranted in assigning this figure to the rain-god of San Cristobal where the cup was discovered in 1891.

Figure 6.

Figure 6 is in terra-cotta, and gives a good idea of Aztec plastic art. It is exactly twelve inches in height, fully one-third of which is required for the head-dress. The face is wholly unsymmetrical, and the features are quite unlike the normal type, indeed they are not nearly so well formed as are those of the head modelled on the body underneath. It was therefore not for want of ability on the part of the workman, that the face has been so moulded. Most of the noses on Aztec figures are aquiline, many of them highly so, but in this case the nose is a decided pug. The eyes are semi-lunar depressions of unequal size, the cheeks are very prominent, and the mouth is formed by a curious arrangement of depressed lines, higher and more extended towards the left side than the right. A neck-lace shows three long pendants, the middle one resting on, and curving to the front of the small head underneath. The markings on the arms and wrists probably represent armlets and bracelets rather than ornaments on clothing

as the arms appear to be quite bare otherwise. These limbs are not of equal length, no thumbs are shown on the hands, and the fingers are barely indicated by lines. The legs and feet (the latter with four toes each) are little more than a pretence to form a base, and are represented in an impossible position. The markings on the lap are probably only ornamental. The small head is well formed in every respect. One side of the head-dress has been knocked off. Locality, La Silleta, Mexico.

It is difficult to say what purpose this doubly hollowed stone (fig. 7) vessel served. Should its age be at all commensurate with the rudeness of its workmanship, it must be old indeed. It has been carved from a highly ferruginous tufa

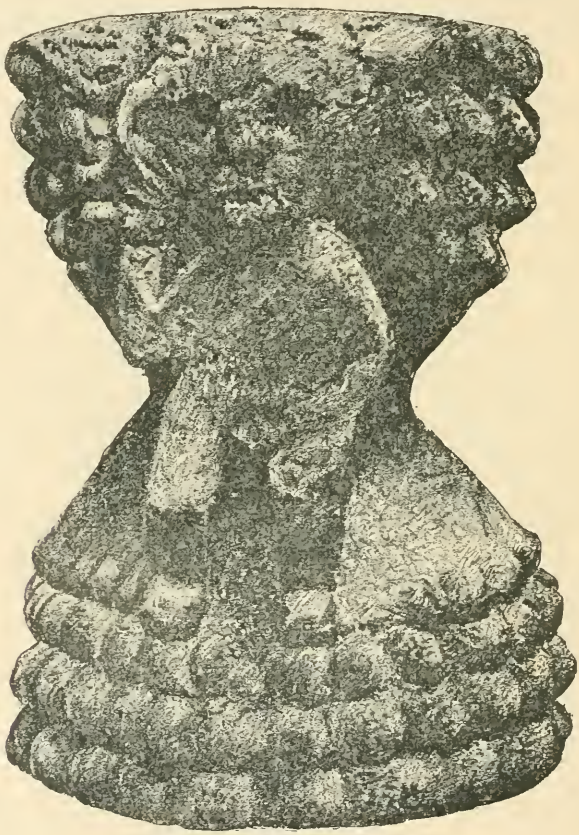


Figure 7.

so porous that it does not lend itself to the production of details. In height it stands nearly fourteen inches, and is hollowed to a depth of four inches at each end, the cavities being from seven to eight inches in width at the mouth, and the lips from an inch to an inch and a half thick. Four rows of bosses relieve the exterior of the two ends, and the body of the vessel is reduced in the centre to a diameter of four inches and a half. A rudely carved human figure has been formed on one side, with a disproportionately large head, within what looks lik a hood. One arm is raised till it meets this head-dress, and the other rests on t hip. Enough of this figure remains to show that it was never a fine piece work. It was unearthed at Tlayacaque.

LANARK COUNTY.

By Dr. T. W. Beeman.

The writer had very few opportunities to make any archæological researches during the past summer, and the specimens sent to the museum were obtained for the most part from persons in whose possession they had been for some time.

Only a very few days were spent in actual work, and those days did not yield much. One reason was the unusual height of water on Rideau Lake. We were waiting all summer for low water, but in vain.

While the whole of this district, Lanark county and surrounding country, affords a rich field for the study of the aborigines, the Rideau Lake yields by far the greater number of specimens.

The lake is five or six feet higher than it was when the Indians fished on it, hunted around its shores and lived in their villages in its vicinity.

Where the Tay river empties in the lake, there was, without doubt, a village site that must have been occupied for a great length of time, as the specimens from this place show many different varieties of pattern and great differences in their age.

This place gives more indication of having been a permanent village site than any yet discovered, but so far nothing has been found in the way of earth-works, burial places, or anything of that kind. No careful search has yet been made for earth-works or any permanent structure, and for the reason given above. The water in the lake being five or six feet higher than it was, has converted the surrounding part into a marsh. The greater number, in fact, all the specimens secured from this place, are found right at the water's edge, where they have been washed up by the high winds in the fall or spring, or else washed out of the banks by ice shoving and the action of the water.

The fragments of pottery from this locality are very numerous, but no large pieces are ever obtained. Some of the pottery is comparatively recent and others show a much older appearance.

The bulk of the specimens of flint and slate are neolithic, but fair specimens of chipped stone are not wanting. In most of the chipped specimens found, it was evident that either with intention or from convenience in making the utensil, the maker worked from one side, as, in order to produce a cutting edge, after he had finished one side, he turned it over and worked the other edge in the same way, producing a weapon or tool that in cross section would appear rhomboidal. So far as my observation has gone, this appearance is shown on all the older specimens.

One large celt was found on the shore of the lake twelve or fourteen inches long, and a perfect specimen. It is the largest specimen ever obtained by the writer. Gouges are found more frequently by the water's edge than away from the water. Should this fact in any way account for the use the gouge was put to?

In a former report, mention was made of the absence of implements of bone. This has still been our experience since that time, and it has often been a cause of wonder why it should be so, when other localities yield more or less bone specimens. But one or two pipes have been found, and they were not carved in any way, and no doubt were used more in ordinary life than for any ceremonial event.

One very peculiar polished slate specimen was found in the township of Bathurst on the farm of Edward McDonald, Esq. In cross section, it is bayonet-shaped, one end of it being pointed, the other, chisel-shaped. Had the material been harder, it would seem as though it had been intended for a chisel, but

being of slate, it is difficult to suggest what great practical use it had. And yet it must have been intended for some practical purpose, as it was well shaped and beautifully finished. Fortunately, this specimen is in a perfect state of preservation.

A combination of chisel and gouge was secured from Cyrus Davis, Esq., township of Elmsley. The specimen is not in a very good state of preservation, but there is quite sufficient to show that one end had been used as a chisel and the other end as a gouge. This combination of two tools in one would suggest that one of the uses of this tool was working in wood.

During the year many places have been heard of that the writer would like very much to visit and search for indications of Indian occupation, but so far the opportunity has not arisen. On all of the principal streams and lakes of this district there is plenty of good ground that would well repay a careful search.

Under existing circumstances, we can only hope that the future may offer more and better chances to do some work.

One good result of the work that has been done here is the awakening of more general interest in the subject than existed formerly, as it is very seldom that anything of interest is found or noted that the writer does not hear of it soon after, and in almost every case finally secures the specimens for the museum.

No burial places of any size have as yet been discovered, but it by no means follows that they do not exist. In many places in the county small burial places have been found in the past, but none of these have come under our notice.

A few good specimens were obtained from Jones' Falls. Among them may be mentioned a large spear of black flint, in a very good state of preservation, and a red slate amulet with two perforations.

These specimens were brought to me by Mr. Jack Stewart, and it is to be hoped that other interesting things may be secured from this place.

Among the flints were a few of the leaf-shaped variety. One in particular was worthy of mention, as the smaller end was carried out to such a small point as to suggest its possible use to have been a perforator.

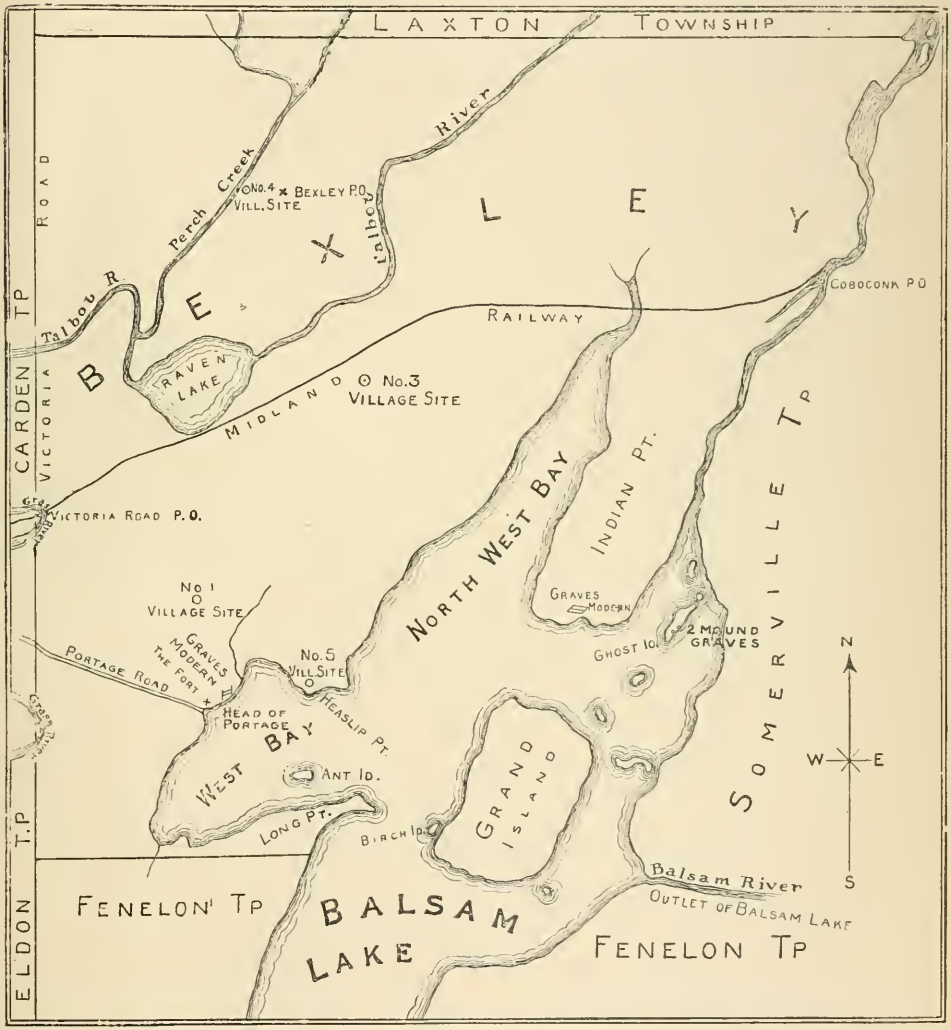
We hope to be able to give a much better report of the work done in this county during the year 1894 than for the year just passed.

Perth, January 29, 1894.

Specimens Received for Canadian Institute, with Names of Donors.

Steatite pipe, Lake Rideau, George Hone, Rideau Centre.
Flint spear, large, Lake Rideau, George Hone, Rideau Centre.
Flint spear, large, black flint, Jones' Falls, Wm. Mason, Jones' Falls.
Red slate amulet, Jones' Falls, Wm. Mason, Jones' Falls.
Sandstone pestle (?) Jones' Falls, Hugh Glover, Jones' Falls.
Rudely chipped slate knife, Rideau Lake, John Coutts, Rideau Centre.
Slick-stone, Rideau Lake, David Lepper, Perth.
Gouge, large, Rideau Lake, David Lepper, Perth.
Celt, large, Rideau Lake, T. W. Beeman, Perth.
Gouge, Lake Mississippi, D. McKeown, Innisville.
Gouge, Bathurst township, Chas. Paget, Wemyss.
Celt, Lake Mississippi, D. McKeown, Innisville.
Celt, Jones' Falls, Robert Maxwell, Jones' Falls.
Slate chisel, township of Bathurst, Ed. McDonald, Wemyss.
Two flints, township of North Burgess, Peter Bennett, Stanleyville.
Flint arrows, Rideau Lake, Master Willie McLaren, Perth.

Leaf-shaped flint, township of Drummond, J. W. McIntyre, Balderson.
Leaf-shaped black flint, township of Drummond, D. McKeown, Innisville
Small celt, township of Drummond, D. McKeown, Innisville.
Slate knife, Chas. MacKay, Fallbrook.
Arrow point, Lake Rideau, Ernest Jamieson, Perth.
Chisel gouge, township of South Elmsley, Cyrus Davis, Perth



BALSAM LAKE.

By Geo. E. Laidlaw.

In the spring of 1891, I visited the village site, No. 5, on Heaslip's Point, Balsam Lake, Lot 3, N. W. B. Bexley, and found fragments of pottery, pipes, bone awls, etc., clam shells, skinning stones and a very small clay pipe. There are four or five mortars made in the tops of boulders protruding from the soil. Two especially are well defined, being about two inches deep and about twelve inches

in diameter. I have not heard of any relics showing traces of contact with the white men being found there, though lots of relics have been picked up. As the ground is very poor near the rock the occupants may have subsisted without cultivation. In the vicinity there are a great many wild plum and cherry trees, grape vines and butternuts, which may be descendants of those planted by the Indians. As the water of the lake has been raised about six feet, it probably covers many camp sites, the shores being very shallow.

Later on I visited a village site, No. 4, on lot 9, concession 3, Bexley, near Bexley P. O., six miles north from the old Portage and four and a quarter miles west of North Bay, Balsam Lake. Traces of graves, ash-beds or hearth-places exist here—the graves were single and in rows. Among the relics picked up fragments of pottery of the usual patterns, and pipes of the usual types of this section, bone awls, perforated clam shells, bone arrow-heads, a stone pipe and a stone disc. This site is in the bend of a large creek flowing into the Talbot River, which flows into Lake Simcoe. Soil in this locality a sandy loam suitable for the growth of corn, beans, pumpkins, etc., and other vegetable foods.

On this site also, no relics showing traces of contact with the white men were found. I enquired strictly on this point. The traces of the village are almost completely erased by cultivation.

In the following summer I made a thorough examination of a village site, No. 3, which I had cursorily examined the previous year. This village site is situated on Corbett's Hill, lots 4 and 5, concession 4, Bexley, four miles north of the old Portage road, one and three-quarter miles west of North Bay, Balsam Lake, and two and one-half east of village site No. 4.

That this was a principal town the following will tend to show: The remains of separate habitations, as evinced by traces of ashes and the generally dark-colored spots of twelve to twenty feet in diameter, produced by the decay of organic matter, were to the number of seventy-five or eighty, and covered an area of five acres, roughly guessing.

A graveyard lying to the north on higher ground, consisted of separate graves in single rows. Some opened some years ago disclosed skeletons in a sitting or crouching position, but no relics. The exact position of this graveyard cannot now be determined without exhaustive research, owing to twenty years of cultivation.

Innumerable fragments of pottery of the same patterns as those found on adjoining sites were gathered together, with bone and horn implements, clay pipes, perforated mussel shells, stone and pottery discs, skinners, stone pipes, etc., fragments of burnt bones and horns, and bears' teeth.

The soil in the vicinity, though stony, was quite fit for the cultivation of such cereals and vegetables as the aboriginies grew.

Two large springs existed at the bottom of the western slope, and were probably one of the primal inducements to build a town there. As this site is situated midway on the height of land and a little north of the shortest distance between Raven Lake—an expansion of the Talbot River—and Balsam Lake, distant from each other two and one-quarter miles, it commanded the approaches on both sides of the divide to and from the Huron country, if indeed the Hurons existed at the time this village was occupied.

The western slope is very abrupt. A far western view can be obtained from the summit of the divide. Smoke signals from the hills near Lake Simcoe could be discerned and repeated to other localities. The eastern view is intercepted to some extent by a higher cluster of isolated hills, a spur of this height of land. From these hills, especially, smoke signals could be seen miles in any direction, and they furnish the best point for observation of Balsam Lake from its western side.

This village is also directly opposite the outlet of Balsam Lake, which is on its eastern side, and this is a strong fact to determine it to be on one of the main routes through the country

The other trail, about four miles south of this, from West Bay to Lake Simcoe, was overland and was seventeen miles long, and on the northerly trail two and a half miles was the portage, which was quite a factor in the Indians' reckoning as it saved a lot of portaging.

Parkman says that Champlain went from the Huron country to the Bay of Quinte with a large party of Hurons to attack the Iroquois in 1615, and it would be interesting to know which route he took. If he intended to use the same canoes all the way that he started with, from the west side of Lake Simcoe he would naturally ascend the Talbot river and portage across the divide near this village site.

If, on the other hand, he expected to get canoes at this lake, he would proceed overland by the long portage to West Bay. I am inclined to think he followed the first route, for, evidently, these towns were forsaken before Champlain's time and the country depopulated or uninhabited by reason of fear of the Iroquois, so thus he would have to depend on the "material" he would start with. It was obvious he could not detain his party *en route* to manufacture enough canoes for so large a party as he would have.

That this section of country was depopulated at that time is believed to be so by the fact that the Jesuits make no mention of any large centres of population. If these had existed there would have been Jesuits there to propagate the teachings of the Catholic Church, as they did elsewhere. And that these villages did not exist since the Hurons' time is shown by the fact that as yet no traces of contact with white men have been found on four known and explored sites in this township. See page 77, 4th Report.

The solution of the problem of who erected these towns and inhabited them may be left to conjecture. What is beyond doubt is that they existed previous to the advent of the French, and with these may be classed the sites on waters east and south of here, though these would need to be thoroughly examined before opinions could be given.

It is not definitely known how the Hurons got to their country. They were there when the French came and were akin to the Tobacco nation to their immediate west, and to the Neutrals to the south-west, and were of Iroquois stock. If they came from the east they probably occupied this region for a period in their westwardly drift; or they may have come into their own country from the west, conquered this people, and assimilated the survivors at a period previous to their being known to the whites.

This region may have been the westerly limit of the Hochelagans, who, according to Dawson, inhabited the Island of Montreal and the country to the north and west of the St. Lawrence. From this tribe the Hurons may have sprung and survived.

It is known that the Hurons and Iroquois were of one common stock. Having become separated by time and distance, they appeared as two distinct nations at the time of the arrival of the French. So much so that there was bitter enmity between them, which ended in the extermination of the Hurons, as they —the Hurons—had probably exterminated the inhabitants of this region before they themselves were attacked by the Iroquois.

The region in question will stand a great deal of investigation, as it extends from here to the Ottawa river, and as far south as Lake Ontario.

Numerous details of the implements, ornaments and burials, while showing affinity to those of the Hurons, present some features which are totally wanting

among those of the Hurons, but exist further east. However, these are not vital points. The main object is to gather these relics and facts and remit them to some place where they can be compared and studied.

A short description of some relics from this locality, found since 1890, and of others from a distance is as follows:

The slick-stone, No. 112, was found near the Portage road. Length eight inches; diameter, one and a quarter inches; of a fine-grained grey material, polished. Its shape would lead one to believe that it was intended for a pestle or muller, but the ends show no abrasion, though on one end—the thickest—it has been worked to a hand-hold, with a slight shoulder about one-third down the length.

No. 84 is a skin dresser made of elkhorn—Alberta territory—length thirteen inches—with a projection in the shape of a duck's bill at right angles. Length of projection two and a half inches; diameter of main part one and a half inches.

The end has a hole bored in it with part of a buckskin thong attached, and, in a worked depression two inches from the end there is another hole bored.

No. 20, a stone ball, dark brown material, very light in weight, found on village site No. 3, Bexley. This may have been used in some game or as a charm, as it is too small or light to be used as a weapon attached to a handle or thong.

No. 12 is an unfinished implement of some sort. It may be a gorget in process of manufacture, or it may be a fragment of one of those slate spears, roughly blocked out. Bexley township.

No. 11, roughly blocked slab of slate.

Nos. 110, 111. Bexley township. No. 110, three inches long, one inch wide; village site 4. No. 111, from the Portage road.

Nos. 108, 109. Two celts. Balsam Lake.

No. 19, modern type from Edmonton, taken from a grave with scalping knife. Height of bowl one and a half inches; diameter of bowl three-fifths inch; length base one and three-tenth inches; diameter stem hole two-fifth inches. There is a ridge or keel projecting from the bottom one-fifth inches in depth.

No. 12 is another modern pipe from Alberta. Height of bowl 1½ inches. A well defined rim around top and a neck at the junction of the base. Diameter of bowl three-fifth inches; length one and three-fifth inches; diameter of stem hole one-half inch. A deeply incised oblong is at each side of the base. Instead of a keel there are two perforated projections for its attachment to the stem, or, probably, of ornaments.

No. 17 is a rare specimen of unfinished work and proves in one case that the pipe is modelled first, before the holes are bored. This specimen is the vase type and is symmetrically perfect. Locality, Coboconk. Height one and three-fifth inches; diameter of body of pipe one and one-fifth inches; width of flare one inch; hole, three-fifth inches wide, seven-tenths inches in width; stem hole is just started and is three-twentieths of an inch in diameter and three-twentieths of an inch deep.

No. 16 is a four sided stone pipe of irregular shape, grey soapstone, criss-cross lines on all sides. Length of pipe one and a quarter inches. Stemhole midway down one side, and there is a small hole at the bottom of the pipe on the side farthest from the stemhole. The bowl had been excavated, then a small hole drilled to meet the stemhole. Locality, village site No. 4.

No. 18 is a very unique specimen of an unusual shape. It is of dark material, steatite, highly polished, though it shows marks of hard usage. Present length two inches; diameter body of pipe four-fifth inches; diameter of flare one inch. The small stemhole is bored upward. In the middle of pipe a perforation through the bottom formerly existed, no doubt to attach the stem to; it

became broken and the owner cut a deep groove around the pipe to hold the fastening cord. I think this serves to show that in the majority of cases these holes at the lower extremity of stone pipes were used to fasten the stems securely and not to attach ornaments. The bowl has the peculiarity of being in two parts. The top excavation was a rounded hollow of two-fifth inches in depth, four-fifth inches in width. From there to the upwardly inclining stem hole a tapering shaft extends of three-quarter inches in depth, one-fifth inches in diameter, tapering to a point at its juncture with the stem hole. So one can easily see the difference of three-fifth inches in the two borings. I call this the "cigar holder" pipe. Locality, village site No. 3.

No. 21, the fragments of a pipe from the north-west coast. Must have been eight inches at least in length. Main features, man's head bowl. See Fig. 26 Canadian Institute Report for 1887. Long slender stem, surmounted by a "beastie" carved separately, of which the head is turned backwards, looking toward the smoker; well defined legs. Material, the usual stone from the north of Queen Charlotte Sound.

No. 68. Very small clay pipe. Length of bowl one and a quarter inches; diameter three-fifth inches. Shows very rough usage. Locality, village site No. 5.

No. 70 is another diminutive pipe. Length 1 inch; diameter three-fifths inch. Village site No. 4. These may have been attempts by children, or can be classed as "toys." Both are plain—no ornamentation. See Figs 9, 10, Canadian Institute report, 1891.

No. 70 A is a rough pipe that has had the top broken and ground down level.

No. 71. Fragment of a bowl with flare in the shape of a square; corners slightly turned up. Fig. 7, Canadian Institute report, 1891.

No. 72. A very rough pipe evidently made in a hurry; heavy stem, rough shallow bowl; shows lack of finish.

No. 73. Small specimen of the cornet pattern; projecting lip inwardly.

No. 74. Fragment of stem showing ornamentation of three longitudinal ridges, surrounded with dots.

No. 14. Pottery disc from village site 4.

No. 15. Stone disc two-fifth inches thick; one inch diameter. Village site 4.

No. 16. Stone disc three-tenth inches thick; three-quarter inches diameter. Rough ore material. Village site 4.

No. 17. Stone disc one-quarter inch thick; one and one-quarter inch diameter. A perforation has been started from each side, and although each hole is more than half the thickness of the disc in depth, not being opposite each other they did not meet.

No. 8. Pottery disc. Village site No. 3.

No. 19. Small stone disc. Village site No. 3.

No. 1, 2. Perforated shells. Village site 3.

No. 3. Perforated and showing use or wear, with a fragment broken out Village site No. 4.

No. 76. Tine of deer horn; end ground down. Village site No. 4.

No. 77. Arrowhead of bone. Length two inches. Village site No. 4.

No. 78. Hollow, worked bone. Village site No. 4.

No. 79. Bear tusk. Village site No. 4.

No. 80. Worked bone with knob on end. Village site No. 4.

No. 81, 82. Awls. Village site No. 4.

No. 83. Awl. Village site No. 3.

No. 74. Awl made from bird's bone. Village site No. 5.

No. 75. Partially sawed bone, showing marks of workmanship. Village site No. 5.

No. 86. Hollow bone. Bexley.

No. 242. Horse-shoe shaped scraper.

No. 248. Small circular scraper.

Nos. 243, 244. Two arrowheads. Colorado.

Nos. 246—247. Three diminutive arrowheads.

These last seven implements are from Colorado and are remarkable for their finish, symmetry and material.

Nos. 130, 181, 182, 184, 188, 201, 238, 239, are arrowheads from the head of the portage, Balsam Lake.

Nos. 240, 241, 249. Scrapers from the same place.

No. 25. Implement roughly blocked out. From the same place.

This spot is the only place where arrowheads, etc., of flint are to be found, the inhabitants probably using bone and horn to a large extent.

Now comes a series of chipped flint implements from Texas, numbering 68. This series contains awls, fish-jiggers, arrowheads of common types, spear heads, rudely worked paleoliths, scrapers, flakes, knives and other implements.

All are chipped to a cutting or shaping edge, no matter what shape they are.

The specimens of pottery are from the three mentioned village sites, and are of the usual patterns incidental to this locality, of which very good representations can be seen on pages 26, 27, 28, Fourth Annual Report Canadian Institute. These ought to be kept separate for purposes of comparison.

No. 12 is a knife, modern, taken from a grave at Edmonton, N.W.T., with pipe No. 19.

No. 20 is a mortar of a size suitable for being carried, found in 1891, on Grand Island, Balsam Lake. Size of depression seven inches by eight inches, by one inch in depth. The block of stone which contains the mortar is of a flat, irregular, four-sided shape, eighteen by eight inches, three and a half inches deep. Was probably selected and broken off a larger stone, on account of its being composed of a slab of black material lying on a slab of reddish-grey material, the black or upper containing the mortar and being smaller than the base. The rest of the upper surface is worn flat and polished, perhaps by the use of grinding tools.

Village site No. 1, on Rummerfield Hill, lot 1, N. P. R., Bexley.
" 2, " Logan's Hill, Eldon.
" 3, " Corbett's Hill, lots 4 and 5, con. 5, Bexley.
" 4, " Bexley P. O., lot 9, con. 3, Bexley.
" 5, " Heaslip's Point, lot 3, N. W. B., Bexley.

No. 1 is north of Portage Road, one mile.
No. 1 is west of West Bay, Balsam Lake, one mile.
No. 3 is north of Portage Road, 4 miles.
No. 3 is west of North Bay, Balsam Lake, one and three quarter miles.
No. 3 is north of No. 1, three miles.
No. 4 is north of Portage Road, six miles.
No. 4 is west of North Bay, four and a half miles.
No. 4 is west of No. 3, two and a half miles.
No. 4 is north of No. 1, five miles.
No. 5 is north-east of head of Portage, one mile.
No. 5 is east of No. 1, two miles.
No. 5 is south-east of No. 4, six and a quarter miles.
No. 5 is south of No. 3, three and a quarter miles.

(143)
2 4 29 4

BINDING SECT. NOV 22 1967

Gov.Doc.
Ont
L

35699
Ontario. Legislati
Sessional pap
Vol.26,pt.2 (1894)

DATE.	N